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ABSTRACT

A study assessed and compared perceptions of local vocational educators toward delivery and evaluation of vocational education programs for the disadvantaged and handicapped. Emphasis was on identifying factors affecting vocational education for the special needs population and areas of concern relative to these factors. A survey instrument was prepared and mailed to thirty-six vocational administrators and thirty-three supplemental services-special needs program coordinators responsbile for vocational education programs for special needs students. Both groups perceived need for federal and state fiscal support, local commitment for services, availability of trained personnel, availability of relevant course offerings, and pre- and in-service training opportunities for vocational teachers as factors contributing to program success. A need for professionally trained vocational support personnel to share responsibilities with local instructors was perceived. Local services identified as contributing toward program success included coordinated identification and selection processes, supplemental services, special education assistance, and availability of assistance from social agencies. The Individualized Education Program was viewed as an essential tool in program development. Other findings included (1) cooperative efforts with other agencies were significant factors in job placement, (2) vocational educators' awareness and understanding of the handicapped and disadvantaged needed to be expanded, and (3) inadequate physical facilities have been barriers to student participation. (The survey instrument is appended.) (YLB)

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FINAL REPORT

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AN INVESTIGATION OF THE VOCATIONAL DIRECTORS' ROLE AND RESPONSIBILITIES IN THE DELIVERY AND EVALUATION OF DISADVANTAGED AND HANDICAPPED VOCATIONAL EDUCATION PROGRAMS, AS PERCEIVED BY THE LOCAL ADMINISTRATOR

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PREFACE

The purpose of this study was to assess and compare the perceptions of local vocational educators, primarily administrators and special needs personnel, toward the delivery and evaluation of vocational education programs for the disadvantaged and handicapped. Emphasis has been placed on providing information designed for use by decision makers at the state and local levels in the development of an assessment model for the vocational education of the disadvantaged and handicapped.

The primary objective of the study was to assess the perceptions of local vocational educators, relative to the agreement and disagreement of factors affecting vocational education for disadvantaged and handicapped persons.

The second major objective was to statistically determine if a relationship exists between the professional role of respondents and the extent of agreement or disagreement toward affecting factors.

A third major objective was to identify areas of concern or conflict regarding vocational education for the disadvantaged and handicapped which may be utilized in the development of a Program Assessment Model relative to programs for the special needs population.

The investigation included three interrelated components. These were:

1. Perceptions relative to the roles and responsibilities in the development of vocational education programs for the disadvantaged and handicapped
2. Delivery systems and evaluative criteria and components perceived to be significant, effective, and useful in the implementation and assessment of programs for the disadvantaged and handicapped
3. Perceptions relative to the roles and responsibilities in the development of vocational education programs for the disadvantaged and handicapped.

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INTRODUCTION

Overview

The provision of opportunities for the vocational education of disadvantaged and handicapped persons is relatively new to American education. Extensive public policies at all governmental levels, mandating the appropriate education for the handicapped have presented a challenge for all states and have prompted most states to take an interagency, collaborative approach toward meeting the needs of the disadvantaged and handicapped in a vocational setting.

With the passage of the Vocational Education Act of 1963, attention to the special needs of the disadvantaged and the handicapped was authorized by Congress for the first time. Amendments to the Vocational Education Act of 1963, also referred to as Public Law 90-576, provided set-aside funds for special programs and the impetus toward coordinated interagency efforts by vocational education, special education, and vocational rehabilitation to meet the needs of handicapped learners. Title II of Public Law 94-482, the Education Amendments of 1976, has undoubtedly had the greatest impact on vocational education for the handicapped. This legislation places an emphasis on: (1) non-discriminatory career development and effective career guidance for all vocational education students, regardless of age, sex, race, or handicapping condition; (2) the need for quality vocational education for all persons, especially the handicapped and the disadvantaged; and (3) the provision of set-aside funds for programs and services to assist the disadvantaged and the handicapped. These mandates have prompted vocational educators to take an integrated interagency approach in providing equality of opportunity and accessibility to participation in vocational education programs.

More recently, the Education for All Handicapped Children Act, Public Law 94-142, has mandated a free appropriate education for all handicapped children. The provision of an individualized education program (IEP) for every handicapped student and the opportunity for placement of a student in a least restrictive educational environment are major concerns of vocational educators.

The third piece of legislation, the Rehabilitation Act of 1973 (Public Law 93-112), is the civil rights law for the handicapped and is intended to end discriminatory practices based on a handicap against any person or "any program or activity receiving federal financial assistance." This mandate, requiring accessibility and the implications for a barrier-free environment, combined with Public Law 94-142 and Public Law 94-482, have necessitated vocational educators to abandon traditional views and appropriately seek innovative approaches toward providing opportunities for improved vocational education.

Finally, as identified in the five-year Colorado State Plan for Vocational Education, the State Board for Community Colleges and Occupational Education has addressed major provisions to ensure and support opportunities for the disadvantaged and handicapped in vocational education settings. Supplemental services programs, designed to provide services and assistance to disadvantaged persons enrolled in vocational education, have been successfully operational in most local educational agencies since its inception after the passage of the Amendments to the Vocational Education Act of 1963 (Public Law 90-296).

In comparison, local provisions to meet the needs of the handicapped learner exist in its embryonic stages and have required extensive interagency cooperation, planning, and administrative support in its program design and implementation. Although some programs are functional in most local school districts (W.E.S. programs for example), total mainstreaming of the handicapped in regular vocational programs is almost non-existent.

Effective local interagency relationships and support, clarifying the roles and responsibilities of vocational education, special education, and such agencies as the Division of Vocational Rehabilitation, in the vocational training process for the special needs population must be identified. In addition, local vocational educators who are constantly faced with internal and external forces affecting the development of and decisions related to vocational programs for the disadvantaged and the handicapped need extensive information pertinent to the improvement of programs and opportunities for this identified population as a valuable resource in the decision-making process. It is the intent of this study, therefore, to provide a broad scope of local perceptions, directed toward a more effective implementation of vocational education programs for the disadvantaged and the handicapped, as influenced by current federal and state legislation.

Statement of the Problem

The purpose of this study was to assess and compare the perceptions of local vocational educators, primarily administrators and special needs personnel, toward the delivery and evaluation of vocational education programs for the disadvantaged and handicapped. Emphasis has been placed on providing information designed for use by decision makers at the state and local levels in the development of an assessment model for the vocational education of the disadvantaged and handicapped.

Specifically the questions investigated in this study included four interrelated components:

1. How do the local administrators and the special needs personnel who are responsible for vocational education perceive the roles and responsibilities in the development of vocational education programs for the disadvantaged and handicapped
2. What delivery systems are perceived to be significant, effective, and useful in the implementation of vocational education programs for the disadvantaged and handicapped

3. How do the local administrators and the special needs personnel, who are responsible for vocational education, perceive the roles and responsibilities in the evaluation of vocational education programs for the disadvantaged and handicapped
4. What evaluative criteria, components, functions, practices, and outcomes are perceived to be significant, effective, and useful in the assessment of vocational education programs for the disadvantaged and handicapped.

A fundamental question focusing on education for disadvantaged and handicapped that is frequently raised by state and local decision makers and pertains directly to program design, implementation, and evaluation may be stated, "Have vocational education programs for the disadvantaged and handicapped met the needs of the persons they are designed to service?" The findings of this study may furnish current data needed to clarify such areas of concern, to demonstrate impact upon the designated population, and to substantiate continuance of such programs under the present or future funding practices. The data generated from this study should provide a basis for the future planning and development of an assessment model and selective criteria for program evaluation and maintenance of vocational education for the disadvantaged and handicapped.

Research Objectives

The objectives of this study were three-fold:

1. To assess the perceptions of local vocational educators, relative to the agreement or disagreement of factors affecting vocational education for disadvantaged and handicapped persons
2. To statistically determine if a relationship exists between the professional role of respondents and the extent of agreement or disagreement toward affecting factors
3. To identify areas of concern or conflict regarding vocational education for the disadvantaged and handicapped which may be utilized in the development of a program assessment model.

Although the major thrust of this study focused upon the provisions of vocational education opportunities for the disadvantaged and handicapped, specific federal and state legislation and policies outlined in the State Plan for Vocational Education necessitate the separation of the two programs for reporting purposes. Part I shall be devoted to the findings relative to the vocational education for the disadvantaged, and Part II shall discuss the findings of the component questions relative to the vocational education for the handicapped.

Research Assumptions

In designing this study, the following assumptions were determined:

1. The perception of local vocational educators relative to the delivery and evaluation of vocational education programs for the disadvantaged and handicapped is an essential element in determining state-wide program assessment strategies
2. There is a need to identify areas of concern or conflict in order to provide valid data relative to improved vocational education and vocational education opportunities for the disadvantaged and handicapped
3. The responses to this study will be valid and held in strict confidence by the researchers
4. The participants selected for this study have major roles and responsibilities in the delivery of vocational education for the disadvantaged and handicapped
5. Vocational education for the disadvantaged and handicapped is a major priority at the national, state, and local levels
6. The findings from this study would be disseminated at the discretion of the State Board for Community Colleges and Occupational Education.

Significance of the Study

The role of vocational education in providing complete educational programs and services for the disadvantaged and handicapped is a difficult one, due primarily to the influence of federal legislation and the need for extensive interagency collaboration. Even more difficult is the role of the state leadership in formulating a plan of action for the delivery of these programs and services.

This study identified factors affecting vocational education for the special needs population and areas of concern relative to these factors. This information is intended for use by the decision makers who influence the design and operation of vocational education programs and services and who provide direction for professional staff development.

A list of terms used throughout the study and this report have been included in Appendix A.

METHODOLOGY

Review of Literature

A review of current literature with possible implications for the research was completed through a computer retrieval of document abstracts contained within the ERIC file.

An examination of these documents indicated that no study with exactly the thrust or nature of this perception study had been completed. However, a number of concepts, methods, techniques, and findings from studies pertaining to vocational education for the handicapped and the impact of federal legislation were examined for possible implications regarding the need for and design of this perception study.

Hughes (1978) has suggested that the successful delivery of vocational education services to handicapped students is dependent upon the adequate preparation and receptiveness of vocational educators toward instruction of this population.

In an intensive study of program planning and evaluation, Tindall (1978) identified vocational needs of handicapped students, successful instructional techniques to be used with this population and barriers which keep the handicapped from enrolling in and completing vocational programs. Segments of this project were utilized in the design of the survey instrument used in this perception study.

Phelps and Halloran (1976) and others have focused upon the implications of federal legislation regarding "the availability of free appropriate public education for the handicapped in the least restrictive educational environment." Emphasis has been placed on the need for appropriate staff development programs designed to enable vocational educators and other staff members to effectively serve the vocational needs of handicapped learners in an integrated program setting.

No direct evidence has been identified in the review of literature to indicate that local vocational education administrator perceptions have been utilized in the design of attitudinal studies relating to the development and evaluation of vocational education programs for the disadvantaged and for the handicapped.

Advisory Committee Input

A state-wide advisory committee, representative of administrative and staff personnel responsible for local vocational education programs, was formulated to provide input toward the survey instrument design.

The following components were identified as having a direct effect upon vocational education programs for the disadvantaged and handicapped:

- -- Program Development
- -- Staff Development
- -- Administration and Finances
- -- Special Services
- -- Facilities
- -- Legislation
- -- Research and Development.

A complete committee membership listing and a synthesis of the advisory committee's input toward the design of the survey instrument are contained in Appendix B.

Instrument Design

The instrument used in this study was prepared with consideration given to the following criteria:

1. The objectivity of the study
2. Advisory committee input
3. Inclusion of all components indicative of program delivery and evaluation practices
4. Suitability and validity of the question
5. The type of rating scales to be used
6. Implications of statistical analysis requirements
7. Implications of recent legislation relative to vocational education for the disadvantaged and handicapped.

Based on these criteria, a working copy of the survey instrument was developed (see Appendix C) and submitted to a "Jury of Experts" (see Appendix D) for validation. The jury was requested to respond to each section and analyze it for content appropriateness and clarity of meaning and to evaluate the instrument format and design. The final draft of the instrument (see Appendix E) was prepared after the responses from the "Jury of Experts" had been analyzed. The initial section of the finalized instrument included demographic information about the respondent that was believed to be useful in the analysis of the findings. This section included the respondent's major responsibilities, educational level, credits completed in special education and related vocational special needs; and the respondent district's regional location, size, and the disadvantaged and handicapped populations served in vocational education programs.

The survey part of the instrument dealt with the vocational educators' perceptions of the delivery and evaluation of vocational education programs for the disadvantaged and handicapped. A "likert-type" response scale was incorporated.

To more specifically identify and analyze the respondents' perceptions to vocational education which is serving the disadvantaged population as compared with those programs serving the handicapped, a dual response scale was utilized in each section. Responses were

solicited, relative to the significance of each statement, as it pertains to either the disadvantaged or to the handicapped populations. A "likert-type" scale was incorporated to determine the level of agreement or disagreement with each statement relative to the programs for the disadvantaged or the handicapped.

Population

The population used for this study included 36 vocational administrators and 33 supplemental services-special needs program coordinators responsible for vocational education programs for special needs students. All participant administrators were identified from computer-extracted data supplied by the State Board for Community Colleges and Occupational Education as the local directors or administrators responsible for the local educational agency's vocational education programs, including those for the disadvantaged and handicapped. All coordinators were credentialed vocational educators involved directly with the instruction of special needs learners. The survey instruments were distributed by mail and a 85.5 percent return was obtained. A total of 59 usable instruments were returned, keypunched, and filed with a computer for analysis. Table 1 shows the summary of total returns.

TABLE 1. Summary of Total Returns from Survey Questionnaire.

Survey Information	Special Needs Coordinators		Local Administrators		Total	
	Number	Percent	Number	Percent	Number	Percent
Total Questionnaires Mailed	31	100.0	28	100.0	69	100.0
Returns Before Follow Up	13	41.9	16	42.1	29	42.0
Total Questionnaires Returned	26	83.9	33	86.8	59	85.5
Total Questionnaires Tabulated	26	83.9	33	86.8	59	85.5

Analysis

Processing of data was accomplished by the application of the Statistical Package for Social Sciences (SPSS) program language. Frequency analysis was used to describe the respondents' demographic data, to verify response rates, and to establish means and standard deviations for each item. Crosstabulations were completed in order to satisfy the study objectives. A significance level of .05 was determined for the statistical analyses employed in the study.

PROFILE OF RESPONDENTS

Regional Location of District

Table 2 identifies the regions in which the respondents' districts of employment are located. The largest number of respondents in both groups were employed in districts located in the central region of the state.

TABLE 2. Summary of Responses by Regional Location of Districts.

Region	Special Needs Coordinators		Local Administrators		Total	
	Number	Percent	Number	Percent	Number	Percent
Northeastern	7	26.9	5	15.2	12	20.7
Central	10	38.5	12	36.3	22	37.9
Western	4	15.4	6	18.2	10	17.2
Southeastern	4	15.4	9	27.3	13	22.4
Missing Responses	1	3.8	1	3.0	2	1.7
Totals	26	100.0	33	100.0	69	100.0

Size of District

Table 3 shows the approximate total student enrollments in each of the respondents' districts of employment. Although the responses varied, over one-third of the respondents indicated a district enrollment size exceeding 10,000 students. Four respondents were employed in districts with less than a 500 student population.

TABLE 3. Summary of Responses by School Districts' Total Student Enrollment.

Total Enrollment	Special Needs Coordinators		Local Administrators	
	Number	Percent	Number	Percent
Less than 500	2	7.7	2	6.1
501 to 1,000	5	19.2	3	9.1
1,001 to 5,000	5	19.2	11	33.3
5,001 to 10,000	4	15.4	5	15.1
More than 10,000	10	38.5	12	36.4
Missing Responses	—	—	—	—
Totals	26	100.0	33	100.0

Disadvantaged Population

Table 4 shows the number of disadvantaged students being served by vocational education programs. Over 80 percent of the coordinators indicated that more than 100 students were being served. In comparison, only half of the administrators showed that the disadvantaged population being served exceeded 100 students.

TABLE 4. Total Disadvantaged Student Populations Served by Vocational Education Programs.

Total Population	Special Needs Coordinators		Local Administrators	
	Number	Percent	Number	Percent
None			1	3.0
1 to 25	1	3.8	3	9.1
26 to 50			4	12.1
51 to 100	2	7.7	8	24.2
More than 100	22	84.6	15	45.5
Missing Responses	1	3.8	2	6.1
Totals	26	100.0	33	100.0

Handicapped Population

Table 5 shows the approximate number of handicapped students being served by vocational education programs. In both respondent groups, less than half indicated that local programs served more than 100 students and less than a third indicated that only 1 to 25 handicapped students were served.

TABLE 5. Total Handicapped Student Populations Served by Vocational Education Programs.

Total Population	Special Needs Coordinators		Local Administrators	
	Number	Percent	Number	Percent
None			2	6.1
1 to 25	7	26.9	9	27.3
26 to 50	4	15.4	6	18.2
51 to 100	4	15.4	4	12.1
More than 100	10	38.5	10	30.3
Missing Responses	1	3.8	2	6.1
Totals	26	100.0	33	100.0

Position and Responsibility

Table 6 shows the respondents' identification of major responsibilities held. A small number of special needs coordinators indicated that their major roles also included being a local director or a supervisor-coordinator. The majority of respondent administrators served as local directors. Less than a fourth of the administrator respondents were district superintendents.

TABLE 6. Summary of Respondents by Major Responsibility Held.

Responsibility	Special Needs Coordinators		Local Administrators		Total	
	Number	Percent	Number	Percent	Number	Percent
Special Needs, Exemplary, Related Programs	17	65.4			17	28.8
Guidance, Counseling, Job Placement						
Local Director	1	3.8	20	60.6	21	35.6
Supervisor or Coordinator	8	30.8	1	3.0	9	15.3
School Building Principal			2	6.1	2	3.4
School District Superintendent			6	18.2	6	10.2
Community College Administrator			7	12.1	7	6.8
Totals	26	100.0	33	100.0	59	100.0

Education Level

Table 7 shows the highest level of professional training held by respondents. Over half of all the respondents indicated that their educational training exceeded the masters level. No respondents were employed in their present positions without graduate credit hours.

TABLE 7. Summary of Respondents by Highest Level of Education Completed.

Education Level	Special Needs Coordinators		Local Administrators	
	Number	Percent	Number	Percent
Bachelors Degree				
Bachelors Degree Plus Graduate Credits	11	42.3	2	6.1
Masters Degree			1	3.0
Masters Degree Plus Graduate Credits	14	53.8	20	60.6
Doctorate	1	3.8	9	27.3
Other	—	—	1	3.0
Totals	26	100.0	33	100.0

Special Education - Related Vocational Special Needs Credits

Tables 8 and 9 show the number of credit hours in special education or related vocational special needs courses obtained by respondents within the last five years. The totals in all categories vary, due to the applicability of responses by participants in the study. Some respondents indicated having completed both the quarter and semester hours, while other responded only to one category. The largest group of respondents had received either one to six quarter credit hours or one to four semester hours from related vocational special needs or special education coursework.

TABLE 8. Summary of Respondents by Number of Quarter Credit Hours Received in Special Education or Related Special Needs Vocational Education Courses.

Quarter Credit Hours	Special Needs Coordinators		Local Administrators	
	Number	Percent	Number	Percent
None	1	3.8	9	27.3
1 to 6 hours	7	26.9	11	33.3
7 to 12 hours	4	15.4	5	15.2
13 to 24 hours	3	11.5	1	3.0
More than 24 hours	2	7.7		
Missing Responses	9	34.6	7	21.2
Totals	26	100.0	33	100.0

TABLE 9. Summary of Respondents by Number of Semester Credit Hours Received in Special Education or Related Special Needs Vocational Education Courses.

Semester Credit Hours	Special Needs Coordinators		Local Administrators	
	Number	Percent	Number	Percent
None			3	9.1
1 to 4 hours	9	34.6	2	6.1
5 to 8 hours	1	3.8	2	6.1
9 to 16 hours	1	3.8	1	3.0
More than 16 hours	3	11.5	1	3.0
Missing Responses	12	46.2	24	72.7
Totals	26	100.0	33	72.7

FINDINGS AND ANALYSIS

Part I: Vocational Education for the Disadvantaged

Overview

The thrust to provide special services or programs to serve the Disadvantaged was initially part of a nation-wide effort toward eliminating the high rate of youth unemployment, excessive dropouts, and absenteeism. In addition, federal legislation has prompted the local educational agencies to recognize those persons who have been prevented from succeeding in regular vocational programs because of academic, socioeconomic, or other disadvantages, and to provide alternative opportunities for these individuals through program modifications, supplemental services, or special vocational programs.

In the wake of increased population growth, particularly the influx of limited English-speaking and displaced persons, rising program costs, competition for funds, expanded legislation, and emerging technological changes, the local education agency must seek assistance in effectively assessing existing program needs and local demands, and in operationalizing vocational education program alternatives for the disadvantaged, as a requisite for employment.

Part I of the study was designed to provide a broad scope of local perceptions directed toward the implementation of vocational education for the disadvantaged. One fundamental question permeates throughout the study: at the local level, has vocational education met the needs of the disadvantaged population it is expected to serve?

Statement of the Problem

The problem studied and researched in Part I of the study included three interrelated components:

1. How do the local administrators and the special needs personnel who are responsible for vocational education perceive the roles and responsibilities in the development and the evaluation of vocational education programs for the disadvantaged
2. What delivery systems are perceived to be significant, effective, and useful in the implementation of vocational education programs for the disadvantaged
3. What evaluative criteria, components, functions, practices, and outcomes are perceived to be significant, effective, and useful in the assessment of vocational education programs for the disadvantaged?

Part I Findings

Frequency Distribution - Programs for the Disadvantaged

The initial technique employed in the analysis of data consisted of a frequency distribution count for each survey instrument item. This information was analyzed to determine the level of agreement or disagreement of special needs coordinators and local administrators relative to statements dealing with the delivery and evaluation of vocational education programs for the Disadvantaged. Frequency responses for each question have been condensed and numerically reported on the tables that follow. An analysis of the data contained in the tables is also reported.

Analysis of Data - Programs for the Disadvantaged

General Section of the Questionnaire

Data displayed in Table 10 revealed that more than 40 percent of the respondents agreed or strongly agreed that the success of vocational programs for the disadvantaged is determined by:

a. Availability of state and federal funds
b. Local commitment to provide services
c. Availability of trained support personnel
d. In-service training in methods of instruction
e. Efforts to publicize available services
g. Availability of relevant higher education course offerings
h. Appropriate facilities and equipment.

No significant disagreements were identified in this section.

The data summarized in Table 11 showed that more than 40 percent of the respondents agreed or strongly agreed that the local services provided for disadvantaged students in vocational programs are the responsibility:

b. Of professionally trained vocational support personnel
d. Shared by the vocational instructor and trained support personnel.

More than 20 percent of the respondents disagreed that the local services should be the sole responsibility of the vocational instructor.

Table 12 indicated that more than 40 percent of the respondents agreed or strongly agreed that specific skill development by disadvantaged students in vocational programs is the responsibility:

c. Of the assigned vocational instructor
d. Shared by the vocational instructor and trained support personnel.

PLEASE NOTE: The percentages indicated on Tables 10-27 and 29-46 are adjusted. The N on the tables will vary due to the respondents not completing all the items on the questionnaire.

TABLE 10. Responses to Factors Determining the Success of Vocational Programs for the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
General														
1. The success of vocational programs for the Disadvantaged and Handicapped students is determined by:														
a. Availability of adequate state and federal funds.	A	14	53.8	10	38.5			1	3.8	1	3.8	26	1.654	.977
	B	13	44.8	11	37.9	1	3.4	4	13.8			29	1.862	1.026
	C	27	49.1	21	38.2	1	1.8	5	9.1	1	1.8	55	1.764	.999
b. Local commitment to provide services.	A	18	69.2	8	30.8							26	1.308	.471
	B	14	48.3	12	41.4	1	3.4	1	3.4	1	3.4	29	1.724	.960
	C	32	58.2	20	36.4	1	1.8	1	1.8	1	1.8	55	1.527	.790
c. Availability of trained support personnel to assist teachers.	A	14	53.8	10	38.5			1	3.8	1	3.8	26	1.615	.898
	B	13	44.8	13	44.8	1	3.4	1	3.4	1	3.4	29	1.759	.951
	C	27	49.1	23	41.8	2	3.6	1	1.8	2	3.6	55	1.691	.920
d. Sufficient in-service training in methods of teaching.	A	13	50.0	11	42.3	1	3.8			1	3.8	26	1.654	.892
	B	12	41.4	12	41.4	2	6.9	3	10.3			29	1.862	.953
	C	25	45.5	23	41.8	3	5.5	3	5.5	1	1.8	55	1.764	.922
e. Local efforts to publicize their services to Disadvantaged and Handicapped.	A	7	26.9	14	53.8	2	7.7	2	7.7	1	3.8	26	2.077	1.017
	B	3	10.7	20	71.4	3	10.7	2	7.1			28	2.143	.705
	C	10	18.5	34	63.0	5	9.3	4	7.4	1	1.9	54	2.111	.861
f. Support by local advocate groups for Disadvantaged and Handicapped.	A	3	11.5	10	38.5	10	38.5	2	7.7	1	3.8	26	2.538	.948
	B	4	14.3	12	42.9	8	28.6	4	14.3			28	2.429	.920
	C	7	13.0	22	40.7	18	33.3	6	11.1	1	1.9	54	2.481	.926
g. Availability of relevant course offerings through higher education.	A	5	19.2	15	57.7	4	15.4	1	3.8	1	3.8	26	2.154	.925
	B	2	7.1	16	57.1	5	17.9	3	10.7	2	7.1	28	2.536	1.036
	C	7	13.0	31	57.4	9	16.7	4	7.4	3	5.6	54	2.352	.994
h. Appropriateness of facilities and equipment.	A	6	24.0	14	56.0	3	12.0	1	4.0	1	4.0	25	2.080	.954
	B	9	31.0	14	48.3	2	6.9	3	10.3	1	3.4	29	2.069	1.067
	C	15	27.8	28	51.9	5	9.3	4	7.4	2	3.7	54	2.074	1.007

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 11. Responses Identifying the Personnel Responsible for the Provision of Local Services.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
General (continued)														
2. Local services provided for Disadvantaged and Handicapped students enrolled in vocational programs are the responsibility of:														
a. Professionally trained non-vocational support personnel.	A	3	12.0	9	36.0	2	8.0	9	36.0	2	8.0	25	2.920	1.256
	B			9	33.3	5	18.5	7	25.9	6	22.2	27	3.370	1.182
	C	3	5.8	18	34.6	7	13.5	16	30.8	8	15.4	52	3.154	1.227
b. Professionally trained vocational support personnel.	A	14	56.0	9	36.0			1	4.0	1	4.0	25	1.640	.995
	B	6	21.4	12	42.9	4	14.3	5	17.9	1	3.6	28	2.393	1.133
	C	20	37.7	21	39.6	4	7.5	6	11.3	2	3.8	53	2.038	1.126
c. Assigned vocational instructor.	A	5	20.0	11	44.0	4	16.0	5	20.0			25	2.360	1.036
	B	5	18.5	8	29.6	5	18.5	7	25.9	2	7.4	27	2.741	1.259
	C	10	19.2	19	36.5	9	17.3	12	23.1	2	3.8	52	2.558	1.162
d. Shared responsibility with vocational instructor and trained support personnel.	A	18	72.0	5	20.0			1	4.0	1	4.0	25	1.480	1.005
	B	18	64.3	7	25.0	1	3.6	1	3.6	1	3.6	28	1.571	.997
	C	36	67.9	12	22.6	1	1.9	2	3.8	2	3.8	53	1.528	.992

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 12. Responses Identifying the Personnel Responsible for Skills Development by the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
General (continued)														
3. Specific skill development by Disadvantaged and Handicapped students enrolled in vocational programs is the responsibility of:														
a. Professional trained non-vocational support personnel.	A	2	7.7	7	26.9	2	7.7	10	38.5	5	19.2	26	3.346	1.294
	B			3	12.0	2	8.0	16	64.0	4	16.0	25	3.840	.850
	C	2	3.9	10	19.6	4	7.8	26	51.0	9	17.6	51	3.588	1.117
b. Professionally trained vocational support personnel.	A	8	32.0	10	40.0	1	4.0	5	20.0	1	4.0	25	2.240	1.234
	B	6	22.2	11	40.7	2	7.4	8	29.6			27	2.444	1.155
	C	14	26.9	21	40.4	3	5.8	13	25.0	1	1.9	52	2.346	1.186
c. Assigned vocational instructor.	A	12	46.2	9	34.6	1	3.8	4	15.4			26	1.885	1.071
	B	10	35.7	12	42.9	2	7.1	3	10.7	1	3.6	28	2.036	1.105
	C	22	40.7	21	38.9	3	5.6	7	13.0	1	1.9	54	1.963	1.081
d. Shared responsibility with vocational instructor and trained support personnel.	A	19	76.0	4	16.0			1	4.0	1	4.0	25	1.440	1.003
	B	13	44.8	12	41.4			2	6.9	2	6.9	29	1.897	1.175
	C	32	59.3	16	29.6			3	5.6	3	5.6	54	1.685	1.113

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

More than 30 percent of the respondents disagreed or strongly disagreed that professionally trained non-vocational support personnel should be responsible for skill development.

Program Section of the Questionnaire

The data displayed in Table 13 indicated that more than 40 percent of the respondents agreed or strongly agreed that disadvantaged students are discouraged from enrolling in vocational programs because of:

i. Lack of public awareness of students' needs and capabilities
l. Teachers' fear of lacking available time
m. Teachers' fear of oversimplifying courses
n. Teachers' fear that non-handicapped students would be neglected
o. Teachers' lack of skills in handling disadvantaged students.

No significant disagreements were identified in this section.

Table 14 showed that more than 40 percent of the respondents agreed or strongly agreed that disadvantaged students are unable to complete vocational programs because:

b. Students view themselves as failures
c. Students' discouragement with progress in acquiring skills
d. Teachers' discouragement with students' progress
f. Students' lack of self-confidence.

More than 40 percent of the respondents disagreed that inability to complete vocational programs was caused by inappropriate relationships between disadvantaged and non-handicapped students.

The data in Table 15 revealed that the instructional strategies or methodologies considered essential for program success by more than 40 percent of the respondents, by agreement or strong agreement, included:

a. Individualized Education Programs (IEP) of Individualized Vocational Objectives
b. Mainstreaming into regular classes
c. Individualized instruction
d. Hands-on experience
e. Behavior modification methods
f. Competency-based instruction
g. Simulation techniques.

No major disagreements by respondents were identified in this section.

TABLE 13. Responses to Factors Affecting the Program Enrollment by the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program														
1. Disadvantaged and Handicapped students are discouraged from enrolling in vocational programs because of:														
a. Teacher's fear of accepting responsibility.	A	4	15.4	7	26.9	1	3.8	10	38.5	4	15.4	26	3.115	1.395
	B	2	6.9	13	44.8	2	6.9	5	17.2	7	24.1	29	3.069	1.387
	C	6	10.9	20	36.4	3	5.5	15	27.3	11	20.0	55	3.091	1.378
b. Student's fear of opposing family wishes.	A			4	15.4	5	19.2	13	50.0	4	15.4	26	3.654	.936
	B			5	17.9	12	42.9	8	28.6	3	10.7	28	3.321	.905
	C			9	16.7	17	31.5	21	38.9	7	13.0	54	3.481	.926
c. Student's poor work attitudes.	A	1	3.8	7	26.9	4	15.4	14	53.8			26	3.192	.981
	B			14	48.3	6	20.7	7	24.1	2	6.9	29	2.897	1.012
	C	1	1.8	21	38.2	10	18.2	21	38.2	2	3.6	55	3.036	.999
d. Student's unrealistic expectations compared to abilities.	A	2	7.7	8	30.8	4	15.4	11	42.3	1	3.8	26	3.038	1.113
	B	2	7.1	11	39.3	4	14.3	11	39.3			28	2.857	1.044
	C	4	7.4	19	35.2	8	14.8	22	40.7	1	1.9	54	2.944	1.071
e. Parent/guardian unwillingness to admit that individual is Disadvantaged or Handicapped.	A	2	7.7	7	26.9	4	15.4	11	42.3	2	7.7	26	3.154	1.156
	B	1	3.6	9	32.1	5	17.9	13	46.4			28	3.071	.979
	C	3	5.6	16	29.6	9	16.7	24	44.4	2	3.7	54	3.111	1.058
f. Fear by overprotective parents for the child's ability to succeed.	A	1	4.0	7	28.0	4	16.0	11	44.0	2	8.0	25	3.240	1.091
	B	1	3.4	8	27.6	11	37.9	8	27.6	1	3.4	29	3.000	.926
	C	2	3.7	15	27.8	15	27.8	19	35.2	3	5.6	54	3.111	1.003
g. Teachers' negative reactions.	A	5	19.2	8	30.8	1	3.8	11	42.3	1	3.8	26	2.808	1.297
	B	4	14.3	8	28.6	5	17.9	8	28.6	3	10.7	28	2.929	1.274
	C	9	16.7	16	29.6	6	11.1	19	35.2	4	7.4	54	2.870	1.275
h. Other students' negative reactions.	A	1	3.8	5	19.2	5	19.2	13	50.0	2	7.7	26	3.385	1.023
	B	1	3.4	11	37.9	4	13.8	9	31.0	4	13.8	29	3.138	1.187
	C	2	3.6	16	29.1	9	16.4	22	40.0	6	10.9	55	3.255	1.109
i. Lack of public awareness about the needs and capabilities.	A	6	23.1	10	38.5	2	7.7	7	26.9	1	3.8	26	2.500	1.241
	B	2	7.1	16	57.1	4	14.3	3	10.7	3	10.7	28	2.607	1.133
	C	8	14.8	26	48.1	6	11.1	10	18.5	4	7.4	54	2.556	1.176
j. Student's attitude regarding government support.	A	1	4.0	6	24.0	5	20.0	10	40.0	3	12.0	25	3.320	1.108
	B	2	7.1	4	14.3	10	35.7	10	35.7	2	7.1	28	3.214	1.031
	C	3	5.7	10	18.9	15	28.3	20	37.7	5	9.4	53	3.264	1.059

TABLE 13. (continued)

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
1. Disadvantaged and Handicapped students are discouraged from enrolling in vocational education programs because of:														
k. Student's dependency on others.	A	2	7.7	4	15.4	6	23.1	13	50.0	1	3.8	26	3.269	1.041
	B	2	6.9	7	24.1	10	34.5	8	27.6	2	6.9	29	3.034	1.052
	C	4	7.3	11	20.0	16	29.1	21	38.2	3	5.5	55	3.145	1.044
l. Teacher fear that not enough time is available.	A	6	23.1	8	30.8	2	7.7	9	34.6	1	3.8	26	2.654	1.294
	B	3	10.3	20	69.0	3	10.3	1	3.4	2	6.9	29	2.276	.960
	C	9	16.4	28	50.9	5	9.1	10	18.2	3	5.5	55	2.455	1.136
m. Teacher's fear of oversimplifying courses.	A	5	19.2	7	26.9	2	7.7	10	38.5	2	7.7	26	2.885	1.336
	B	1	3.4	16	55.2	6	20.7	5	17.2	1	3.4	29	2.621	.942
	C	6	10.9	23	41.8	8	14.5	15	27.3	3	5.5	55	2.745	1.142
n. Teacher's fear that non-handicapped students would be neglected.	A	4	15.4	8	30.8	3	11.5	9	34.6	2	7.7	26	2.885	1.275
	B			17	58.6	2	6.9	8	27.6	2	6.9	29	2.828	1.071
	C	4	7.3	25	45.5	5	9.1	17	30.9	4	7.3	55	2.855	1.161
o. Teacher's lack of skills in handling Disadvantaged or Handicapped.	A	8	30.8	8	30.8	1	3.8	8	30.8	1	3.8	26	2.462	1.334
	B	11	37.9	15	51.7	2	6.9			1	3.4	29	1.793	.861
	C	19	34.5	23	41.8	3	5.5	8	14.5	2	3.6	55	2.109	1.149
p. Teacher's concern for accountability and program image.	A	8	30.8	5	19.2	3	11.5	8	30.8	2	7.7	26	2.654	1.413
	B	5	17.2	15	51.7	3	10.3	4	13.8	2	6.9	29	2.414	1.150
	C	13	23.6	20	36.4	6	10.9	12	21.8	4	7.3	55	2.527	1.274

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 14. Responses to Factors Influencing the Program Completion by the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
2. Disadvantaged and Handicapped students are unable to complete vocational programs because:														
a. Instructors are willing to provide extra time and effort for these students.°														
b. Students view themselves as failures.	A	2	8.0	16	64.0	2	8.0	3	12.0	2	8.0	25	2.480	1.085
	B	1	3.7	12	44.4	7	25.9	5	18.5	2	7.4	27	2.815	1.039
	C	3	5.8	28	53.8	9	17.3	8	15.4	4	7.7	52	2.654	1.064
c. Students become discouraged at progress in acquiring skills.	A	2	7.7	16	61.5			7	26.9	1	3.8	26	2.577	1.102
	B	3	10.3	16	55.2	3	10.3	6	20.7	1	3.4	29	2.517	1.056
	C	5	9.1	32	58.2	3	5.5	13	23.6	2	3.6	55	2.545	1.068
d. Teachers become discouraged with students' rate of progress.	A	1	3.8	16	61.5			8	30.8	1	3.8	26	2.692	1.087
	B	1	3.4	14	48.3	4	13.8	9	31.0	1	3.4	29	2.828	1.037
	C	2	3.6	30	54.5	4	7.3	17	30.9	2	3.6	55	2.764	1.053
e. Students lack motivation or interest in class.	A	5	19.2	15	57.7	1	3.8	5	19.2			26	2.231	.992
	B	1	3.4	18	62.1	2	6.9	7	24.1	1	3.4	29	2.621	1.015
	C	6	10.9	33	60.0	3	5.5	12	21.8	1	1.8	55	2.436	1.014
f. Students lack self-confidence.	A	7	26.9	16	61.5			1	3.8	2	7.7	26	2.038	1.076
	B	4	13.8	20	69.0	1	3.4	2	6.9	2	6.9	29	2.241	1.023
	C	11	20.0	36	65.5	1	1.8	3	5.5	4	7.3	55	2.145	1.044
g. Inappropriate relationships between Disadvantaged and Handicapped and non-handicapped students.	A	2	7.7	3	11.5	6	23.1	12	46.2	3	11.5	26	3.423	1.102
	B	1	3.4	6	20.7	8	27.6	10	34.5	4	13.8	29	3.345	1.078
	C	3	5.5	9	16.4	14	25.5	22	40.0	7	12.7	55	3.382	1.080
h. No available funds to provide support and/or equipment modification.	A	5	19.2	6	23.1	2	7.7	9	34.6	4	15.4	26	3.038	1.428
	B	8	27.6	8	27.6	1	3.4	10	34.5	2	6.9	29	2.655	1.396
	C	13	23.6	14	25.5	3	5.5	19	34.5	6	10.9	55	2.836	1.411

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation
°This question was eliminated.

TABLE 15. Responses Identifying the Types of Instructional Strategies or Methodologies Affecting the Vocational Programs for the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
3. These instructional strategies or methodologies are considered essential for the success of vocational programs for the Disadvantaged or Handicapped students:														
a. Individualized Education Programs (IEP) or Individualized Vocational Objectives.	A	14	53.8	6	23.1			4	15.4	2	7.7	26	2.000	1.386
	B	12	42.9	11	39.3	2	7.1	1	3.6	2	7.1	28	1.929	1.152
	C	26	48.1	17	31.5	2	3.7	5	9.3	4	7.4	54	1.963	1.258
b. Mainstreaming Disadvantaged or Handicapped into regular classes.	A	11	44.0	13	52.0	1	4.0					25	1.600	.577
	B	3	11.1	15	55.6	5	18.5	2	7.4	2	7.4	27	2.444	1.050
	C	14	26.9	28	53.8	6	11.5	2	3.8	2	3.8	52	2.038	.949
c. Individualized instruction.	A	15	57.7	10	38.5			1	3.8			26	1.500	.707
	B	13	44.8	14	48.3			2	6.9			29	1.690	.806
	C	28	50.9	24	43.6			3	5.5			55	1.600	.760
d. Hands-on experience.	A	20	76.9	5	19.2			1	3.8			26	1.308	.679
	B	13	44.8	15	51.7	1	3.4					29	1.586	.568
	C	33	60.0	20	36.4	1	1.8	1	1.8			55	1.455	.633
e. Behavior modification methods.	A	8	32.0	10	40.0	5	20.0	2	8.0			25	2.040	.935
	B	8	27.6	14	48.3	5	17.2	2	6.9			29	2.034	.865
	C	16	29.6	24	44.4	10	18.5	4	7.4			54	2.037	.889
f. Competency-based instruction.	A	9	34.6	12	46.2	3	11.5	2	7.7			26	1.923	.891
	B	8	28.6	12	42.9	4	14.3	3	10.7	1	3.6	28	2.179	1.090
	C	17	31.5	24	44.4	7	13.0	5	9.3	1	1.9	54	2.056	.998
g. Simulation techniques.	A	6	26.1	11	47.8	2	8.7	3	13.0	1	4.3	23	2.217	1.126
	B	5	20.0	11	44.0	4	16.0	2	8.0	3	12.0	25	2.480	1.262
	C	11	22.9	22	45.8	6	12.5	5	10.4	4	8.3	48	2.354	1.194

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

The data summarized in Table 16 indicated that all of the instructional resources listed were considered essential for the success of the disadvantaged students in vocational programs by more than 40 percent of the respondents.

Table 17 displayed data indicating that the services considered essential for the success of vocational programs for the disadvantaged by more than 40 percent of the respondents included:

a. The availability of supplemental services
b. The availability of special education personnel
c. The coordination by vocational and special education personnel of identification processes
d. The coordination by vocational and special education personnel of selection processes
3. Sufficient in-service training for vocational personnel.

Table 18 showed that more than 40 percent of the respondents agreed or strongly agreed that disadvantaged persons are successfully recruited for vocational programs through:

a. Referral by social agencies
d. Personal contacts by past students and acquaintances
e. Public awareness of programs through media
f. Diagnostic testing results
g. Referral by guidance personnel.

More than 30 percent of the respondents disagreed that recruitment resulted from referrals by medical personnel or home visitations.

The data summarized in Table 19 revealed that more than 40 percent of the respondents agreed that disadvantaged students are identified for vocational program placement through teacher evaluation, diagnostic test interpretation and evaluation, staffing, and other agency referrals.

The only disagreement by respondents in regard to program placement involved the use of Individualized Education Programs (IEP) for identification purposes.

Table 20 contained data indicating that more than 40 percent of the respondents were in agreement that all of the factors listed contributed to the disadvantaged students' ability to develop skills in a vocational program.

The data in Table 21 revealed that more than 40 percent of the respondents agreed that disadvantaged students' placement in employment after vocational program completion are:

b. Contacts with potential employers
c. Utilizing the Division of Vocational Rehabilitation Services
d. Utilizing the Job Service Center
e. Remaining in the job for which student received training
f. Maintaining lists of potential employers

TABLE 16. Responses Identifying the Types of Instructional Resources Affecting the Vocational Programs for the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
4. These instructional resources are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:														
a. Commercially prepared print and non-print media.	A	2	7.7	14	53.8	3	11.5	5	19.2	2	7.7	26	2.654	1.129
	B	6	21.4	10	35.7	6	21.4	5	17.9	1	3.6	28	2.464	1.138
	C	8	14.8	24	44.4	9	16.7	10	18.5	3	5.6	54	2.556	1.127
b. Teacher prepared print and non-print media.	A	10	38.5	11	42.3	2	7.7	2	7.7	1	3.8	26	1.962	1.076
	B	8	28.6	16	57.1	2	7.1	2	7.1			28	1.929	.913
	C	18	33.3	27	50.0	4	7.4	4	7.4	1	1.9	54	1.944	.940
c. Equipment and/or materials for hands-on experiences.	A	15	57.7	9	34.6	2	7.7					26	1.500	.648
	B	11	37.9	15	51.7	2	6.9	1	3.4			29	1.759	.739
	C	26	47.3	24	43.6	4	7.3	1	1.8			55	1.636	.704
d. Available finances to acquire materials.	A	14	56.0	9	36.0	1	4.0			1	4.0	25	1.600	.913
	B	15	51.7	11	37.9	2	6.9	1	3.4			29	1.621	.775
	C	29	53.7	20	37.0	3	5.6	1	1.9	1	1.9	54	1.611	.834

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 17. Responses Identifying the Types of Services Affecting Vocational Programs for the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
5. These services are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:														
a. Availability of supplemental services.	A	21	84.0	3	12.0					1	4.0	25	1.280	.843
	B	19	65.5	8	27.6			2	6.9			29	1.483	.829
	C	40	74.1	11	20.4			2	3.7	1	1.9	54	1.389	.834
b. Availability of special education personnel.	A	13	52.0	5	20.0	2	8.0	4	16.0	1	4.0	25	2.000	1.291
	B	11	37.9	13	44.8	3	10.3	2	6.9			29	1.862	.875
	C	24	44.4	18	33.3	5	9.3	6	11.1	1	1.9	54	1.926	1.079
c. Coordination of identification processes by vocational and special education personnel.	A	16	64.0	6	24.0			2	8.0	1	4.0	25	1.640	1.114
	B	14	48.3	12	41.4			3	10.3			29	1.724	.922
	C	30	55.6	18	33.3			5	9.3	1	1.9	54	1.685	1.006
d. Coordination of selection processes by vocational and special education personnel.	A	14	56.0	4	16.0	2	8.0	4	16.0	1	4.0	25	1.960	1.306
	B	15	51.7	10	34.5	2	6.9	2	6.9			29	1.690	.891
	C	29	53.7	14	25.9	4	7.4	6	11.1	1	1.9	54	1.815	1.100
e. Sufficient in-service training for vocational personnel.	A	13	52.0	10	40.0			1	4.0	1	4.0	25	1.680	.988
	B	16	57.1	10	35.7	1	3.6	1	3.6			28	1.536	.744
	C	29	54.7	20	37.7	1	1.9	2	3.8	1	1.9	53	1.604	.862

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 18. Responses to Factors Influencing the Program Recruitment of the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
6. Disadvantaged and Handicapped persons are successfully recruited for vocational programs through:														
a. Referral by social agencies.	A	4	16.0	10	40.0	4	16.0	5	20.0	2	8.0	25	2.640	1.221
	B	1	3.4	13	44.8	7	24.1	6	20.7	2	6.9	29	2.828	1.037
	C	5	9.3	23	42.6	11	20.4	11	20.4	4	7.4	54	2.741	1.119
b. Referral by medical professionals in private practice.	A			3	12.0	8	32.0	11	44.0	3	12.0	25	3.560	.870
	B	1	3.6	3	10.7	11	39.3	10	35.7	3	10.7	28	3.393	.956
	C	1	1.9	6	11.3	19	35.8	21	39.6	6	11.3	53	3.472	.912
c. Personal contacts during home visits.	A			6	24.0	8	32.0	7	28.0	4	16.0	25	3.360	1.036
	B			8	29.6	9	33.3	10	37.0			27	3.074	.829
	C			14	26.9	17	32.7	17	32.7	4	7.7	52	3.212	.936
d. Personal contacts by past students and acquaintances.	A	3	12.5	16	66.7	1	4.2	1	4.2	3	12.5	24	2.375	1.173
	B	1	3.4	15	51.7	7	24.1	5	17.2	1	3.4	29	2.655	.936
	C	4	7.5	31	58.5	8	15.1	6	11.3	4	7.5	53	2.528	1.049
e. Public awareness of vocational programs through printed and broadcast media.	A	3	12.0	15	60.0			5	20.0	2	8.0	25	2.520	1.194
	B	2	6.9	14	48.3	7	24.1	5	17.2	1	3.4	29	2.621	.979
	C	5	9.3	29	53.7	7	13.0	10	18.5	3	5.6	54	2.574	1.075
f. Results of diagnostic testing by school and outside evaluators.	A	2	8.0	11	44.0	3	12.0	6	24.0	3	12.0	25	2.880	1.236
	B	4	14.3	16	57.1	3	10.7	5	17.9			28	2.321	.945
	C	6	11.3	27	50.9	6	11.3	11	20.8	3	5.7	53	2.585	1.117
g. Referral by guidance personnel.	A	7	28.0	15	60.0			1	4.0	2	8.0	25	2.040	1.098
	B	6	20.7	20	69.0	1	3.4	1	3.4	1	3.4	29	2.000	.845
	C	13	24.1	35	64.8	1	1.9	2	3.7	3	5.6	54	2.019	.961

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 19. Responses to Factors Affecting the Program Placement of the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
7. Disadvantaged and Handicapped students are successfully identified for vocational program placement through:														
a. Current review of Individualized Education Programs (IEP's).	A	1	4.0	6	24.0	5	20.0	11	44.0	2	8.0	25	3.280	1.061
	B	4	14.3	10	35.7	9	32.1	4	14.3	1	3.6	28	2.571	1.034
	C	5	9.4	16	30.2	14	26.4	15	28.3	3	5.7	53	2.906	1.097
b. Teacher evaluation.	A	5	20.0	15	60.0	1	4.0	2	8.0	2	8.0	25	2.240	1.128
	B	7	24.1	19	65.5					3	10.3	29	2.069	1.100
	C	12	22.2	34	63.0	1	1.9	2	3.7	5	9.3	54	2.148	1.106
c. Interpretation of diagnostic testing and evaluation.	A	3	12.0	14	56.0	2	8.0	5	20.0	1	4.0	25	2.480	1.085
	B	3	10.3	20	69.0	4	13.8	1	3.4	1	3.4	29	2.207	.819
	C	6	11.1	34	63.0	6	11.1	6	11.1	2	3.7	54	2.333	.952
d. Staffing.	A	7	28.0	11	44.0	2	8.0	4	16.0	1	4.0	25	2.240	1.165
	B	5	17.9	17	60.7	3	10.7	3	10.7			28	2.143	.848
	C	12	22.6	28	52.8	5	9.4	7	13.2	1	1.9	53	2.189	1.001
e. Referrals by related agencies.	A	1	4.2	11	45.8	3	12.5	6	25.0	3	12.5	24	2.958	1.197
	B	1	3.6	14	50.0	7	25.0	4	14.3	2	7.1	28	2.714	1.013
	C	2	3.8	25	48.1	10	19.2	10	19.2	5	9.6	52	2.827	1.098

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 20. Responses to Factors Influencing the Development of Vocational Skills by the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
8. Disadvantaged and Handicapped students are able to develop vocational skills in a vocational program by:														
a. Utilizing services available through vocational program.	A	7	26.9	11	42.3			8	30.8			26	2.346	1.198
	B	5	16.7	15	50.0	2	6.7	7	23.3	1	3.3	30	2.467	1.137
	C	12	21.4	26	46.4	2	3.6	15	26.8	1	1.8	56	2.411	1.156
b. Participating in specially designed training programs.	A	6	24.0	12	48.0			5	20.0	2	8.0	25	2.400	1.291
	B	6	20.0	19	63.3	2	6.7	2	6.7	1	3.3	30	2.100	.923
	C	12	21.8	31	56.4	2	3.6	7	12.7	3	5.5	55	2.236	1.105
c. Participating in individualized instruction learning activities.	A	12	46.2	14	53.8							26	1.538	.508
	B	8	26.7	20	66.7	2	6.7					30	1.800	.551
	C	20	35.7	34	60.7	2	3.6					56	1.679	.543
d. Being taught by teachers who utilize special teaching methods.	A	11	42.3	12	46.2	1	3.8	2	7.7			26	1.769	.863
	B	9	30.0	18	60.0	1	3.3	2	6.7			30	1.867	.776
	C	20	35.7	30	53.6	2	3.6	4	7.1			56	1.821	.811
e. Being taught by teachers who are assisted by specially trained support personnel.	A	17	65.4	6	23.1	1	3.8	1	3.8	1	3.8	26	1.577	1.027
	B	10	33.3	16	53.3	1	3.3	3	10.0			30	1.900	.885
	C	27	48.2	22	39.3	2	3.6	4	7.1	1	1.8	56	1.750	.958

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 21. Responses to Factors Influencing the Employment Placement of the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
9. Disadvantaged and Handicapped students who have completed a vocational program are successfully placed in employment by:														
a. Assigning placement responsibilities to one office.	A	2	8.0	9	36.0	3	12.0	8	32.0	3	12.0	25	3.040	1.241
	B	3	10.7	4	14.3	6	21.4	11	39.3	4	14.3	28	3.321	1.219
	C	5	9.4	13	24.5	9	17.0	19	35.8	7	13.2	53	3.189	1.226
b. Having instructors contact potential employers.	A	6	24.0	14	56.0	2	8.0	3	12.0			25	2.080	.909
	B	3	10.3	23	79.3	2	6.9			1	3.4	29	2.069	.704
	C	9	16.7	37	68.5	4	7.4	3	5.6	1	1.9	54	2.074	.797
c. Utilizing services of the Division of Vocational Rehabilitation.	A	4	15.4	11	42.3	3	11.5	7	26.9	1	3.8	26	2.615	1.169
	B	2	6.7	20	66.7	5	16.7	2	6.7	1	3.3	30	2.333	.844
	C	6	10.7	31	55.4	8	14.3	9	16.1	2	3.6	56	2.464	1.008
d. Utilizing the Job Service Center.	A	3	12.0	13	52.0	5	20.0	4	16.0			25	2.400	.913
	B	2	6.7	19	63.3	3	10.0	5	16.7	1	3.3	30	2.467	.973
	C	5	9.1	32	58.2	8	14.5	9	16.4	1	1.8	55	2.436	.938
e. Remaining in the job for which they received vocetional training.	A	1	4.0	10	40.0	9	36.0	5	20.0			25	2.720	.843
	B	2	6.9	15	51.7	10	34.5	2	6.9			29	2.414	.733
	C	3	5.6	25	46.3	19	35.2	7	13.0			54	2.556	.793
f. Maintaining lists of potential employers.	A	3	11.5	14	53.8	7	26.9	2	7.7			26	2.308	.788
	B	2	6.9	20	69.0	3	10.3	3	10.3	1	3.4	29	2.345	.897
	C	5	9.1	34	61.8	10	18.2	5	9.1	1	1.8	55	2.327	.840
g. Maintaining a list of jobs available.	A	4	15.4	10	38.5	8	30.8	4	15.4			26	2.462	.948
	B	3	10.3	21	72.4	2	6.9	2	6.9	1	3.4	29	2.207	.861
	C	7	12.7	31	56.4	10	18.2	6	10.9	1	1.8	55	2.327	.904
h. Educating employers to benefits of hiring Handicapped and Disadvantaged.	A	9	36.0	11	44.0	4	16.0			1	4.0	25	1.920	.954
	B	8	26.7	18	60.0	4	13.3					30	1.867	.629
	C	17	30.9	29	52.7	8	14.5			1	1.8	55	1.891	.786
i. Developing skills to search for and hold a job.	A	14	53.8	10	38.5	2	7.7					26	1.538	.647
	B	7	24.1	21	72.4					1	3.4	29	1.862	.743
	C	21	38.2	31	56.4	2	3.6			1	1.8	55	1.709	.712
j. Recruiting local support from advisory committees.	A	5	19.2	11	42.3	7	26.9	3	11.5			26	2.308	.928
	B	8	27.6	19	65.5	1	3.4			1	3.4	29	1.862	.789
	C	13	23.6	30	54.5	8	14.5	3	5.5	1	1.8	55	2.073	.879

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

g. Maintaining lists of available jobs
h. Educating employees to the benefits of hiring the disadvantaged student
i. Developing skills to search for and hold a job
j. Local advisory committee support.

More than 30 percent of the respondents disagreed that placement responsibilities for disadvantaged students should be assigned to one office.

Table 22 indicated that more than 40 percent of the respondents agreed that the responsibility for job placement of disadvantaged program completers rests upon vocational teachers, counselors, placement personnel, and special agencies.

More than 30 percent of the respondents disagreed that the job placement responsibility should be undertaken by supplemental services or special education personnel.

Table 23 summarized data indicating that more than 40 percent of the respondents agreed that the disadvantaged students are unable to obtain employment due to:

a. Inaccurate job market knowledge
b. Unrealistic expectations
c. Job limitations
d. Exclusion by virtue of the disability
f. Exclusion from employment by potential employers
g. Lack of job seeking skills
h. Geographic location of jobs
i. Persistent grooming or personal problems
j. Lack of motivation to persist on the job.

More than 30 percent of the respondents disagreed that inability to obtain employment was the result of co-workers' negative attitudes or the inability by the disadvantaged student to improve or upgrade skills.

Data in Table 24 revealed that more than 40 percent of the respondents agreed that disadvantaged students are unable to remain employed because of the inability to cope with work schedules, restrictions, supervision, other employees, and also due to low productivity rate as well as transportation difficulties. No significant areas of disagreements were identified.

Facilities Section of the Questionnaire

Data in Table 25 showed that there were no significant areas of agreement; however, more than 30 percent of the respondents disagreed with the statement that disadvantaged students are discouraged from participating in vocational programs because of transportation, inadequate physical facilities, teacher resistance to modifications or inadequately modified equipment, restriction of movement within buildings, student safety or liability factors, or local legislation interpretations.

TABLE 22. Responses Identifying the Personnel Responsible for the Employment Placement of the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
10. Job placement for Disadvantaged and Handicapped persons completing a vocational program is most frequently the responsibility of:														
a. Vocational teachers.	A	7	26.9	11	42.3	3	11.5	5	19.2			26	2.231	1.070
	B	6	20.0	18	60.0	3	10.0	1	3.3	2	6.7	30	2.167	1.020
	C	13	23.2	29	51.8	6	10.7	6	10.7	2	3.6	56	2.196	1.034
b. Vocational counselors.	A	4	16.0	10	40.0	3	12.0	6	24.0	2	8.0	25	2.680	1.249
	B	3	10.7	17	60.7	2	7.1	5	17.9	1	3.6	28	2.429	1.034
	C	7	13.2	27	50.9	5	9.4	11	20.8	3	5.7	53	2.547	1.136
c. Placement personnel.	A	13	50.0	7	26.9	4	15.4	2	7.7			26	1.808	.981
	B	3	10.7	15	53.6	4	14.3	5	17.9	1	3.6	28	2.500	1.036
	C	16	29.6	22	40.7	8	14.8	7	13.0	1	1.9	54	2.167	1.060
d. Supplemental services personnel.	A	1	3.8	10	38.5	1	3.8	10	38.5	4	15.4	26	3.231	1.243
	B	2	7.1	1[illegible]	35.7	4	14.3	10	35.7	2	7.1	28	3.000	1.155
	C	3	5.6	2[illegible]	37.0	5	9.3	20	37.0	6	11.1	54	3.111	1.192
e. Special education personnel.	A	2	7.7	10	38.5	2	7.7	9	34.6	3	11.5	26	3.038	1.248
	B	3	11.1	10	37.0	7	25.9	6	22.2	1	3.7	27	2.704	1.068
	C	5	9.4	20	37.7	9	17.0	15	28.3	4	7.5	53	2.868	1.161
f. Special related agencies.	A	2	7.7	16	61.5	4	15.4	2	7.7	2	7.7	26	2.462	1.029
	B	3	11.5	11	42.3	9	34.6	2	7.7	1	3.8	26	2.500	.949
	C	5	9.6	27	51.9	13	25.0	4	7.7	3	5.8	52	2.481	.980

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 23. Responses to Factors Influencing the Inability to Obtain Employment by the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
11. Disadvantaged and Handicapped students are unable to obtain employment due to:														
a. Inaccurate knowledge of job market.	A	1	3.8	16	61.5	3	11.5	4	15.4	2	7.7	26	2.615	1.061
	B	1	3.3	14	46.7	6	20.0	9	30.0			30	2.767	.935
	C	2	3.6	30	53.6	9	16.1	13	23.2	2	3.6	56	2.696	.989
b. Unrealistic job expectations.	A	5	20.0	14	56.0	1	4.0	4	16.0	1	4.0	25	2.280	1.100
	B	1	3.3	17	56.7	7	23.3	5	16.7			30	2.533	.819
	C	6	10.9	31	56.4	8	14.5	9	16.4	1	1.8	55	2.418	.956
c. Limited number of available jobs.	A	5	20.0	12	48.0	1	4.0	6	24.0	1	4.0	25	2.440	1.193
	B	5	16.7	14	46.7	5	16.7	6	20.0			30	2.400	1.003
	C	10	18.2	26	47.3	6	10.9	12	21.8	1	1.8	55	2.418	1.083
d. Exclusion from jobs by virtue of their disability.	A	4	16.0	11	44.0	1	4.0	8	32.0	1	4.0	25	2.640	1.221
	B	1	3.4	12	41.4	10	34.5	5	17.2	1	3.4	29	2.759	.912
	C	5	9.3	23	42.6	11	20.4	13	24.1	2	3.7	54	2.704	1.057
e. Economics in hiring Disadvantaged and Handicapped.	A	4	16.0	10	40.0	6	24.0	4	16.0	1	4.0	25	2.520	1.085
	B	1	3.4	9	31.0	10	34.5	9	31.0			29	2.931	.884
	C	5	9.3	19	35.2	16	29.6	13	24.1	1	1.9	54	2.741	.994
f. Exclusion from employment by employers.	A	5	20.0	9	36.0	3	12.0	6	24.0	2	8.0	25	2.640	1.287
	B	1	3.3	14	46.7	4	13.3	10	33.3	1	3.3	30	2.867	1.042
	C	6	10.9	23	41.8	7	12.7	16	29.1	3	5.5	55	2.764	1.154
g. Lack of job seeking skills.	A	4	16.0	16	64.0	1	4.0	3	12.0	1	4.0	25	2.240	1.012
	B	1	3.4	15	51.7	2	6.9	9	31.0	2	6.9	29	2.862	1.125
	C	5	9.3	31	57.4	3	5.6	12	22.2	3	5.6	54	2.574	1.109
h. Geographic location of job or transportation difficulties.	A	3	12.0	13	52.0	2	8.0	5	20.0	2	8.0	25	2.600	1.190
	B	1	3.6	14	50.0	6	21.4	4	14.3	3	10.7	28	2.786	1.101
	C	4	7.5	27	50.9	8	15.1	9	17.0	5	9.4	53	2.698	1.137
i. Persistent grooming or personal problems.	A	4	16.0	14	56.0	1	4.0	6	24.0			25	2.360	1.036
	B			12	42.9	9	32.1	5	17.9	2	7.1	28	2.893	.956
	C	4	7.5	26	49.1	10	18.9	11	20.8	2	3.8	53	2.642	1.021
j. Lack of motivation to persist on the job.	A	4	16.0	14	56.0	1	4.0	6	24.0			25	2.360	1.036
	B	3	10.3	13	44.8	7	24.1	5	17.2	1	3.4	29	2.586	1.018
	C	7	13.0	27	50.0	8	14.8	11	20.4	1	1.9	54	2.481	1.023

TABLE 23. (continued)

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
11. Disadvantaged and Handicapped students are unable to obtain employment due to:														
k. Co-workers' negative attitude.	A	2	8.3	6	25.0	7	29.2	7	29.2	2	8.3	24	3.042	1.122
	B			7	24.1	9	31.0	11	37.9	2	6.9	29	3.276	.922
	C	2	3.8	13	24.5	16	30.2	18	34.0	4	7.5	53	3.170	1.014
l. Loss of employment because of low productivity.	A	3	12.0	11	44.0	5	20.0	5	20.0	1	4.0	25	2.600	1.080
	B	1	3.4	10	34.5	8	27.6	9	31.0	1	3.4	29	2.966	.981
	C	4	7.4	21	38.9	13	24.1	14	25.9	2	3.7	54	2.796	1.035
m. Inability to improve or upgrade skills.	A	2	8.0	8	32.0	6	24.0	8	32.0	1	4.0	25	2.920	1.077
	B	1	3.3	8	26.7	7	23.3	12	40.0	2	6.7	30	3.200	1.031
	C	3	5.5	16	29.1	13	23.6	20	36.4	3	5.5	55	3.073	1.052

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 24. Responses to Factors Influencing the Disadvantaged Person's Ability to Remain Employed.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
12. Disadvantaged and Handicapped students are unable to remain employed because of:														
a. Lack of systematic follow up during initial employment.	A	3	12.0	8	32.0	6	24.0	7	28.0	1	4.0	25	2.800	1.118
	B	2	6.9	11	37.9	8	27.6	7	24.1	1	3.4	29	2.793	1.013
	C	5	9.3	19	35.2	14	25.9	14	25.9	2	3.7	54	2.796	1.053
b. Inability to cope with work schedules or restrictions.	A	1	4.0	14	56.0	5	20.0	5	20.0			25	2.560	.870
	B	2	6.7	12	40.0	8	26.7	7	23.3	1	3.3	30	2.767	1.006
	C	3	5.5	26	47.3	13	23.6	12	21.8	1	1.8	55	2.673	.944
c. Inability to cope with other employees.	A	1	4.0	11	44.0	3	12.0	10	40.0			25	2.880	1.013
	B	2	6.7	11	36.7	7	23.3	9	30.0	1	3.3	30	2.867	1.042
	C	3	5.5	22	40.0	10	18.2	19	34.5	1	1.8	55	2.873	1.019
d. Inability to cope with supervision.	A	1	4.0	14	56.0	3	12.0	7	28.0			25	2.640	.952
	B	2	6.7	10	33.3	9	30.0	8	26.7	1	3.3	30	2.867	1.008
	C	3	5.5	24	43.6	12	21.8	15	27.3	1	1.8	55	2.764	.981
e. Low producivity.	A	1	4.0	10	40.0	6	24.0	8	32.0			25	2.840	.943
	B	1	3.3	12	40.0	9	30.0	7	23.3	1	3.3	30	2.833	.950
	C	2	3.6	22	40.0	15	27.3	15	27.3	1	1.8	55	2.836	.938
f. Inadequate work facilities.	A			4	16.0	7	28.0	12	48.0	2	8.0	25	3.480	.872
	B	1	3.3	12	40.0	12	40.0	4	13.3	1	3.3	30	2.733	.868
	C	1	1.8	16	29.1	19	34.5	16	29.1	3	5.5	55	3.073	.940
g. Transportation difficulties.	A	1	4.0	15	60.0	4	16.0	4	16.0	1	4.0	25	2.560	.961
	B	2	6.7	14	46.7	9	30.0	3	10.0	2	6.7	30	2.633	.999
	C	3	5.5	29	52.7	13	23.6	7	12.7	3	5.5	55	2.600	.974

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 25. Responses Identifying the Facility Factors Affecting Program Participation by the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Facilities														
1. Disadvantaged and Handicapped students are discouraged from participating in vocational programs because:														
a. Transportation to and from school is lacking.	A	2	7.7	8	30.8	1	3.8	11	42.3	4	15.4	26	3.269	1.282
	B	1	3.3	6	20.0	4	13.3	15	50.0	4	13.3	30	3.500	1.075
	C	3	5.4	14	25.0	5	8.9	26	46.4	8	14.3	56	3.393	1.171
b. Physical facilities are not adequately equipped.	A	1	3.8	8	30.8	1	3.8	13	50.0	3	11.5	26	3.346	1.164
	B	2	6.7	11	36.7	3	10.0	11	36.7	3	10.0	30	3.067	1.202
	C	3	5.4	19	33.9	4	7.1	24	42.9	6	10.7	56	3.196	1.182
c. Lack of financial or technical assistance delaying building modifications.	A	3	11.5	9	34.6	3	11.5	8	30.8	3	11.5	26	2.962	1.280
	B	6	20.7	9	31.0	3	10.3	6	20.7	5	17.2	29	2.828	1.441
	C	9	16.4	18	32.7	6	10.9	14	25.5	8	14.5	55	2.891	1.356
d. Vocational work areas are not modified for disability.	A	4	15.4	7	26.9	5	19.2	8	30.8	2	7.7	26	2.885	1.243
	B	6	20.7	11	37.9	2	6.9	7	24.1	3	10.3	29	2.655	1.344
	C	10	18.2	18	32.7	7	12.7	15	27.3	5	9.1	55	2.764	1.290
e. Equipment is not modified for disability.	A	2	7.7	5	19.2	3	11.5	13	50.0	3	11.5	26	3.385	1.169
	B	3	10.0	11	36.7	5	16.7	8	26.7	3	10.0	30	2.900	1.213
	C	5	8.9	16	28.6	8	14.3	21	37.5	6	10.7	56	3.125	1.207
f. Movement within school buildings is restricted.	A	2	7.7	5	19.2	3	11.5	13	50.0	3	11.5	26	3.385	1.169
	B	1	3.4	10	34.5	5	17.2	9	31.0	4	13.8	29	3.172	1.167
	C	3	5.5	15	27.3	8	14.5	22	40.0	7	12.7	55	3.273	1.162
g. Teacher resistance to modifications.	A	3	11.5	6	23.1	3	11.5	12	46.2	2	7.7	26	3.154	1.223
	B	3	10.0	11	36.7	4	13.3	10	33.3	2	6.7	30	2.900	1.185
	C	6	10.7	17	30.4	7	12.5	22	39.3	4	7.1	56	3.018	1.198
h. Lack of trained support personnel.	A	2	8.3	8	33.3	3	12.5	8	33.3	3	12.5	24	3.083	1.248
	B	7	23.3	12	40.0	2	6.7	7	23.3	2	6.7	30	2.500	1.280
	C	9	16.7	20	37.0	5	9.3	15	27.8	5	9.3	54	2.759	1.288
i. Student safety and liability factors.	A	4	15.4	8	30.8	3	11.5	8	30.8	3	11.5	26	2.923	1.324
	B	4	13.3	8	26.7	5	16.7	10	33.3	3	10.0	30	3.000	1.259
	C	8	14.3	16	28.6	8	14.3	18	32.1	6	10.7	56	2.964	1.279
j. Legislative interpretations by local authorities.	A	2	7.7	6	23.1	6	23.1	8	30.8	4	15.4	26	3.231	1.210
	B	2	7.1	5	17.9	7	25.0	9	32.1	5	17.9	28	3.357	1.193
	C	4	7.4	11	20.4	13	24.1	17	31.5	9	16.7	54	3.296	1.192

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

Legislation Section of the Questionnaire

Data contained in Table 26 indicated that there was agreement by more than 40 percent of the respondents to the statement that federal legislation has increased the efforts of vocational education to provide skill training for the disadvantaged because of:

a. Increased awareness of disadvantaged student needs
b. Increased regulations requiring vocational education to be available to serve disadvantaged
c. Increased funds to offset increased program costs.

More than 30 percent of the respondents disagreed that increased pre- and in-service training for vocational teachers had resulted from federal legislation.

Data showed in Table 27 revealed that more than 40 percent of the respondents agreed or strongly agreed that state legislation providing for increased services for disadvantaged students, has resulted in:

a. Increased awareness of disadvantaged students' needs
b. Vocational program availability
c. Increased funds to offset increased program costs.

More than 30 percent of the respondents disagreed, however, that increased pre- and in-service training activities for vocational teachers has resulted from state legislation.

Significant Differences - Programs for the Disadvantaged

To statistically determine if a relationship exists between the professional role of survey respondents and the extent of agreement or disagreement, a crosstabulation chi-square analysis of each survey instrument item was performed. For a more manageable analysis, the five-response categories in the survey were collapsed so that only three groups remained. These groups included the following:

1. Strongly agree and agree
2. No opinion
3. Disagree and strongly disagree.

An item analysis revealed significant differences at the .05 level of confidence (.05 indicates that there are five chances in a hundred that the results could arise by chance) for 14 statements in the survey instrument. Although in some cases, the differences may have been attributed to other variables, it was not within the scope of this project to analyze the apparent causation of such differences nor the effects of these variables. Statistical information, retrieved through computerized printouts, is available for further examination.

TABLE 26. Responses to Federal Legislation Relating to Vocational Education for the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Legislation														
1. Federal legislation has increased the efforts of vocational education to provide skill training for the Disadvantaged and Handicapped students because of:														
a. Increased awareness of Disadvantaged and Handicapped needs.	A	10	38.5	14	53.8	2	7.7					26	1.692	.618
	B	7	23.3	19	63.3	1	3.3	2	6.7	1	3.3	30	2.033	.928
	C	17	30.4	33	58.9	3	5.4	2	3.6	1	1.8	56	1.875	.810
b. Increased regulations requiring vocational programs to serve Disadvantaged and Handicapped.	A	15	57.7	10	38.5	1	3.8					26	1.538	.859
	B	5	16.7	22	73.3			1	3.3	2	6.7	30	2.100	.960
	C	20	35.7	32	57.1			1	1.8	3	5.4	56	1.839	.949
c. Increased funds that offset increased cost incurred.	A	9	34.6	10	38.5	3	11.5	3	11.5	1	3.8	26	2.115	1.143
	B	3	10.0	18	60.0	1	3.3	4	13.3	4	13.3	30	2.600	1.248
	C	12	21.4	28	50.0	4	7.1	7	12.5	5	8.9	56	2.375	1.214
d. Increased training for regular vocational teachers in pre- and in-service activities.	A	3	11.5	9	34.6	5	19.2	6	23.1	3	11.5	26	2.885	1.243
	B	2	6.9	8	27.6	5	17.2	10	34.5	4	13.8	29	3.207	1.207
	C	5	9.1	17	30.9	10	18.2	16	29.1	7	12.7	55	3.055	1.224
e. Research studies conducted to help prepare vocational instructors and administrators.	A	1	3.8	10	38.5	5	19.2	8	30.8	2	7.7	26	3.000	1.095
	B	2	6.9	9	31.0	8	27.6	5	17.2	5	17.2	29	3.069	1.223
	C	3	5.5	19	34.5	13	23.6	13	23.6	7	12.7	55	3.036	1.154

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 27. Responses to State Legislation Relating to Vocational Education for the Disadvantaged.

DISADVANTAGED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Legislation (continued)														
2. State legislation has been passed that provides for increased services for the Disadvantaged and Handicapped students in vocational programs because of:														
a. Increased awareness of Disadvantaged and Handicapped needs.	A	8	30.8	12	46.2	4	15.4	1	3.8	1	3.8	26	2.038	.999
	B	5	17.2	21	72.4			1	3.4	2	6.9	29	2.103	.976
	C	13	23.6	33	60.0	4	7.3	2	3.6	3	5.5	55	2.073	.979
b. Increased regulations requiring vocational programs to serve Disadvantaged and Handicapped.	A	10	38.5	13	50.0	1	3.8			2	7.7	26	1.885	1.071
	B	4	13.8	22	75.9	1	3.4	1	3.4	1	3.4	29	2.069	.799
	C	14	25.5	35	63.6	2	3.6	1	1.8	3	5.5	55	1.982	.933
c. Increased funds that offset increased cost incurred.	A	5	19.2	13	50.0	2	7.7	3	11.5	3	11.5	26	2.462	1.272
	B	2	6.9	13	44.8	5	17.2	7	24.1	2	6.9	29	2.793	1.114
	C	7	12.7	26	47.3	7	12.7	10	18.2	5	9.1	55	2.636	1.192
d. Increased training for regular vocational teachers to pre- and in-service activities.	A	1	3.8	8	30.8	5	19.2	11	42.3	1	3.8	26	3.115	1.033
	B			10	35.7	6	21.4	10	35.7	2	7.1	28	3.143	1.008
	C	1	1.9	18	33.3	11	20.4	21	38.9	3	5.6	54	3.130	1.010
e. Research studies conducted to help prepare vocational instructors and administrators.	A	2	7.7	9	34.6	7	26.9	8	30.8			26	2.808	.981
	B			9	32.1	8	28.6	8	28.6	3	10.7	28	3.179	1.020
	C	2	3.7	18	33.3	15	27.8	16	29.6	3	5.6	54	3.000	1.009

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

Table 28 displayed the crosstabulation analyses for selected questionnaire items; the chi-square analysis, the degrees of freedom, and the significance level for all statistically significant questionnaire items have been reported.

The table is a summary of the special needs coordinators' and local administrators' perception differences relating directly to vocational programs for the disadvantaged. Group differences have been observed for program factors influencing the enrollment and program placement of disadvantaged students, and the mainstreaming of these students in existing vocational program offerings.

Differences have also been recognized for specific program factors influencing the disadvantaged student's inability to obtain, to be placed in, or to retain employment.

TABLE 28. Crosstabulation Chi-Square Analysis of Selected Questionnaire Items Between Special Needs Coordinators and Local Administrators Within the Vocational Education Programs for Disadvantaged Section of the Study.

Programs for Disadvantaged	Chi-Square	Degrees of Freedom	Significance Level
General			
2b. Local services provided Disadvantaged and Handicapped Students enrolled in vocational programs are the responsibility of professionally trained vocational support personnel.	6.46064	2	.0395
Program			
11. Disadvantaged and Handicapped students are discouraged from enrolling in vocational programs because of teacher fear that not enough time is available to adequately serve the Disadvantaged and Handicapped students.	6.01267	2	.0495
1o. Disadvantaged and Handicapped students are discouraged from enrolling in vocational programs because of teacher's lack of skills in handling Disadvantaged or Handicapped students.	8.97736	2	.0112
3b. The instructional strategies or methodologies considered essential for the success of vocational programs for the Disadvantaged or Handicapped students include mainstreaming Disadvantaged or Handicapped students into regular vocational classes.	7.45792	2	.0240
6f. Disadvantaged and Handicapped persons are successfully recruited for vocational programs through results of diagnostic testing by school and outside evaluators.	6.93633	2	.0312

TABLE 28. (continued)

Programs for Disadvantaged	Chi-Square	Degrees of Freedom	Significance Level
7a. Disadvantaged and Handicapped students are successfully identified for vocational program placement through current review of Individualized Education Programs.	6.88399	2	.0320
9g. Disadvantaged and Handicapped students who have completed a vocational program are successfully placed in employment by maintaining a list of jobs available to them.	6.22933	2	.0444
9j. Disadvantaged and Handicapped students who have completed a vocational program are successfully placed in employment by recruiting local support from advisory committees.	8.17464	2	.0168
11d. Disadvantaged and Handicapped students are unable to obtain employment due to exclusion from jobs by virtue of their disability.	7.85329	2	.0197
11i. Disadvantaged and Handicapped students are unable to obtain employment due to persistent grooming or personal problems.	7.53124	2	.0232
12f. Disadvantaged and Handicapped students are unable to remain employed because of inadequate work facilities.	9.97152	2	.0068

Part II: Vocational Education for the Handicapped

Overview

The process of systematically designing, developing, implementing, and evaluating vocational education programs for the handicapped is a major challenge that face local vocational educators. This process is not a simple one and can not be successfully impacted without the inter-agency support and cooperation from vocational education, special education, and other vocational services, such as the Division of Vocational Rehabilitation.

Recent legislation, mandating educational opportunities for the handicapped in the least restrictive educational environment has also reinforced the need for an integrated delivery system. Most vocational educators have not had extensive special education coursework, and without support services, are unable to maximize opportunities for the handicapped learners.

The emphasis on pre- and in-service activities as a part of the staff development process has prompted local vocational administrators to seek assistance with assessment of staff needs and the development of staff competencies necessary to effectively serve the handicapped.

Statement of the Problem

The problem studied and researched in Part II of the study included three inter-related components:

1. How do the local administrators and the special needs personnel who are responsible for vocational education perceive the roles and responsibilities in the development and the evaluation of vocational education programs for the handicapped
2. What delivery systems are perceived to be significant, effective, and useful in the implementation of vocational education programs for the handicapped
3. What evaluative criteria, components, functions, practices, and outcomes are perceived to be significant, effective, and useful in the assessment of vocational education programs for the handicapped?

Part II Findings

Frequency Distribution - Programs for the Handicapped

The information generated from a frequency distribution count for each survey item was analyzed to determine the level of agreement or disagreement by the two participant groups of vocational educators relative to vocational education programs for the Handicapped. Frequency responses for each section have been condensed and numerically reported including an analysis of data contained in the tables that follow.

Analysis of Data - Programs for the Handicapped

General Section of the Questionnaire

The data summarized in Table 29 indicated that more than 40 percent of the respondents agreed or strongly agreed that the success of vocational programs for the handicapped is determined by:

a. Available state and federal funds
b. Local commitment to provide services
c. Available trained support personnel
d. In-service training in teaching methods
e. Efforts to publicize available services
f. Support from local advocate groups
g. Availability of relevant higher education courses
h. Appropriate facilities and equipment.

No significant disagreements were identified in this section.

Table 30 indicated that more than 40 percent of the respondents agreed or strongly agreed that the local services for handicapped students enrolled in vocational programs are the responsibility of both professionally trained non-vocational and vocational support personnel and the assigned vocational instructor. Both respondent groups agreed to the shared responsibility by the instructor and support personnel.

No significant disagreements were identified in this section.

Table 31 revealed that more than 40 percent of the respondents agreed or strongly agreed that the responsibility for specific skill development by handicapped students enrolled in vocational programs should be shared by the vocational instructor and professionally trained vocational support personnel.

More than 30 percent of both respondent groups disagreed that skill development is the sole responsibility of non-vocational support personnel.

Program Section of the Questionnaire

Data displayed in Table 32 showed that more than 40 percent of the respondents agreed or strongly agreed that handicapped students are discouraged from enrolling in vocational programs due to:

i. Lack of public awareness about the handicapped student's needs and capabilities
l. Teachers' concern for lack of available time for handicapped students
m. Teachers' fear of course oversimplification
o. Teachers' lack of skills in handling handicapped students
p. Teachers' concern for non-handicapped students' program accountability and program image.

TABLE 29. Responses to Factors Determining the Success of Vocational Programs for the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
General														
1. The success of vocational programs for the Disadvantaged and Handicapped students is determined by:														
a. Availability of adequate state and federal funds.	A	8	47.1	7	41.2	1	5.9			1	5.9	17	1.765	1.033
	B	14	51.9	8	29.6			5	18.5			27	1.852	1.134
	C	22	50.0	15	34.1	1	2.3	5	11.4	1	2.3	44	1.818	1.084
b. Local commitment to provide services.	A	12	70.6	5	29.4							17	1.294	.470
	B	16	59.3	9	33.3	1	3.7	1	3.7			27	1.519	.753
	C	28	63.6	14	31.8	1	2.3	1	2.3			44	1.432	.661
c. Availability of trained support personnel to assist teachers.	A	10	58.8	7	41.2							17	1.412	.507
	B	16	59.3	10	37.0			1	3.7			27	1.481	.700
	C	26	59.1	17	38.6			1	2.3			44	1.455	.627
d. Sufficient in-service training in teaching methods.	A	9	52.9	7	41.2					1	5.9	17	1.647	.996
	B	13	48.1	10	37.0	2	7.4	1	3.7	1	3.7	27	1.778	1.013
	C	22	50.0	17	38.6	2	4.5	1	2.3	2	4.5	44	1.727	.997
e. Local efforts to publicize services to Disadvantaged and Handicapped.	A	4	23.5	9	52.9	3	17.6			1	5.9	17	2.118	.993
	B	1	3.7	22	81.5	2	7.4	2	7.4			27	2.185	.622
	C	5	11.4	31	70.5	5	11.4	2	4.5	1	2.3	44	2.159	.776
f. Support by local advocate groups for Disadvantaged and Handicapped.	A	1	5.9	7	41.2	8	47.1			1	5.9	17	2.588	.870
	B	3	11.1	13	48.1	8	29.6	3	11.1			27	2.407	.844
	C	4	9.1	20	45.5	16	36.4	3	6.8	1	2.3	44	2.477	.849
g. Availability of relevant course offerings through higher education.	A	2	11.8	11	64.7	3	17.6	1	5.9			17	2.235	.903
	B	4	14.8	15	55.6	5	18.5	3	11.1			27	2.259	.859
	C	6	13.6	26	59.1	8	18.2	3	6.8	1	2.3	44	2.250	.866
h. Appropriateness of facilities and equipment.	A	8	47.1	8	47.1	1	5.9					17	1.588	.618
	B	12	44.4	12	44.4	1	3.7	2	7.4			27	1.741	.859
	C	20	45.5	20	45.5	2	4.5	2	4.5			44	1.682	.771

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 30. Responses Identifying the Personnel Responsible for the Provision of Local Services.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
General (continued)														
2. Local services provided for Disadvantaged and Handicapped students enrolled in vocational programs are the responsibility of:														
a. Professionally trained non-vocational support personnel.	A	2	12.5	7	43.8	1	6.3	4	25.0	2	12.5	16	2.813	1.328
	B	2	8.0	9	36.0	3	12.0	6	24.0	5	20.0	25	3.120	1.333
	C	4	9.8	16	39.0	4	9.8	10	24.4	7	17.1	41	3.000	1.323
b. Professionally trained vocational support personnel.	A	8	50.0	6	37.5			2	12.5			16	1.750	1.000
	B	6	23.1	13	50.0	4	15.4	2	7.7	1	3.8	26	2.19[illegible]	1.021
	C	14	33.3	19	45.2	4	9.5	4	9.5	1	2.4	42	2.024	1.024
c. Assigned vocational instructor.	A	3	18.8	6	37.5	2	12.5	4	25.0	1	6.3	16	2.625	1.258
	B	7	26.9	11	42.3	4	15.4	3	11.5	1	3.8	26	2.231	1.107
	C	10	23.8	17	40.5	6	14.3	7	16.7	2	4.8	42	2.381	1.168
d. Shared responsibility with vocational instructor and trained support personnel.	A	11	68.8	4	25.0					1	6.3	16	1.500	1.033
	B	18	72.0	6	24.0	1	4.0					25	1.320	.557
	C	29	70.7	10	24.4	1	2.4			1	2.4	41	1.390	.771

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

More than 30 percent disagreed that students are discouraged because of student's poor work attitudes, family's acceptance of individual's handicap, negative reactions from other students, and students' attitudes toward government support.

Data summarized in Table 33 indicated that more than 40 percent of the respondents agreed that the handicapped student's inability to complete vocational programs is attributed to student's lack of self-confidence, lack of progress in acquiring skills, and teacher's discouragement with student's progress.

Respondents disagreed that the lack of completion is caused by lack of motivation or class interest or in appropriate relationships with non-handicapped students.

Table 34 showed that all of the instructional strategies or methodologies were considered essential for the success of vocational programs for the handicapped by both respondent groups.

Table 35 displayed data indicating that the respondent groups agreed or strongly disagreed that all of the instructional resources are considered essential for vocational program success by handicapped students.

Table 36 revealed that more than 50 percent of the respondents strongly agreed that all of the services are essential to the success of vocational programs for the handicapped.

Data summarized in Table 37 showed that more than 40 percent of the respondents agreed that handicapped persons are successfully recruited for vocational programs through:

d. Personal contacts with past students and acquaintances
e. Public awareness of vocational programs through print and broadcast media
f. Diagnostic test results
g. Referrals by guidance personnel

No significant disagreements were identified in this section.

Table 38 contained results indicating that more than 40 percent of the respondents agreed that Individualized Education Programs (IEP), diagnostic testing, teacher evaluation, staffing and referrals by other agencies contribute toward successful identification of handicapped individuals for vocational program placement.

No significant disagreements were identified in this section.

TABLE 31. Responses Identifying the Personnel Responsible for Skills Development by the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
General (continued)														
3. Specific skill development by Disadvantaged and Handicapped students enrolled in vocational programs is the responsibility of:														
a. Professionally trained non-vocational support personnel.	A	1	6.3	5	31.3	1	6.3	7	43.8	2	12.5	16	3.250	1.238
	B			4	16.0	3	12.0	14	56.0	4	16.0	25	3.720	.936
	C	1	2.4	9	22.0	4	9.8	21	51.2	6	14.6	41	3.537	1.075
b. Professionally trained vocational support personnel.	A	8	53.3	5	33.3			2	13.3			15	1.733	1.033
	B	5	18.5	14	51.9	1	3.7	7	25.9			27	2.370	1.079
	C	13	31.0	19	45.2	1	2.4	9	21.4			42	2.143	1.095
c. Assigned vocational instructor.	A	9	56.3	4	25.0			2	12.5	1	6.3	16	1.875	1.310
	B	9	33.3	13	48.1	2	7.4	3	11.1			27	1.963	.940
	C	18	41.9	17	39.5	2	4.7	5	11.6	1	2.3	43	1.930	1.078
d. Shared responsibility with vocational instructor and trained support personnel.	A	9	56.3	5	31.3			1	6.3	1	6.3	16	1.750	1.183
	B	13	46.4	13	46.4	1	3.6	1	3.6			28	1.643	.731
	C	22	50.0	18	40.9	1	2.3	2	4.5	1	2.3	44	1.682	.909

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 32. Responses to Factors Affecting the Program Enrollment by the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program														
1. Disadvantaged and Handicapped students are discouraged from enrolling in vocational programs because of:														
a. Teacher's fear of accepting responsibility.	A	4	23.5	2	11.8	1	5.9	7	41.2	3	17.6	17	3.176	1.510
	B	2	7.1	13	46.4	3	10.7	3	10.7	7	25.0	28	3.000	1.388
	C	6	13.3	15	33.3	4	8.9	10	22.2	10	22.2	45	3.067	1.421
b. Student's fear of opposing family wishes.	A			3	17.6	5	29.4	6	35.3	3	17.6	17	3.529	1.007
	B			5	17.9	13	46.4	7	25.0	3	10.7	28	3.286	.897
	C			8	17.8	18	40.0	13	28.9	6	13.3	45	3.378	.936
c. Student's poor work attitudes.	A			3	17.6	6	35.3	7	41.2	1	5.9	17	3.353	.862
	B	1	3.6	7	25.0	10	35.7	9	32.1	1	3.6	28	3.071	.940
	C	1	2.2	10	22.2	16	35.6	16	35.6	2	4.4	45	3.178	.912
d. Student's unrealistic expectations compared to abilities.	A	1	5.9	6	35.3	4	23.5	5	29.4	1	5.9	17	2.941	1.088
	B	2	7.1	11	39.3	9	32.1	6	21.4			28	2.679	.905
	C	3	6.7	17	37.8	13	28.9	11	24.4	1	2.2	45	2.778	.974
e. Parent/guardian unwillingness to admit that individual is Disadvantaged or Handicapped.	A	1	5.9	6	35.3	4	23.5	4	23.5	2	11.8	17	3.000	1.173
	B			9	33.3	7	25.9	10	37.0	1	3.7	27	3.111	.934
	C	1	2.3	15	34.1	11	25.0	14	31.8	3	6.8	44	3.068	1.021
f. Fear by overprotective parents for the child's ability to succeed.	A	1	5.9	7	41.2	4	23.5	3	17.6	2	11.8	17	2.882	1.166
	B			6	21.4	13	46.4	8	28.6	1	3.6	28	3.143	.803
	C	1	2.2	13	28.9	17	37.8	11	24.4	3	6.7	45	3.044	.952
g. Teachers' negative reactions.	A	4	23.5	7	41.2	1	5.9	4	23.5	1	5.9	17	2.471	1.281
	B	4	14.8	9	33.3	5	18.5	8	29.6	1	3.7	27	2.741	1.163
	C	8	18.2	16	36.4	6	13.6	12	27.3	2	4.5	44	2.636	1.203
h. Other students' negative reactions.	A			5	29.4	6	35.3	4	23.5	2	11.8	17	3.176	1.015
	B			9	32.1	5	17.9	13	46.4	1	3.6	28	3.214	.957
	C			14	31.1	11	24.4	17	37.8	3	6.7	45	3.200	.968
i. Lack of public awareness about the needs and capabilities.	A	5	29.4	8	47.1	2	11.8	1	5.9	1	5.9	17	2.118	1.111
	B	18	64.3	4	14.3	5	17.9	1	3.6			28	2.607	.916
	C	5	11.1	26	57.8	6	13.3	6	13.3	1	4.4	45	2.422	1.011
j. Student's attitude regarding government support.	A	1	6.3	3	18.8	4	25.0	6	37.5	2	12.5	16	3.313	1.138
	B			5	17.9	11	39.3	11	39.3	1	3.6	28	3.286	.810
	C	1	2.3	8	18.2	15	34.1	17	38.6	3	6.8	44	3.295	.930

TABLE 32. (continued)

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
l. Disadvantaged and Handicapped students are discouraged from enrolling in vocational programs because of:														
k. Student's dependency on others.	A	1	5.9	7	41.2	5	29.4	3	17.6	1	5.9	17	2.765	1.033
	B	1	3.6	5	17.9	13	46.4	9	32.1			28	3.071	.813
	C	2	4.4	12	26.7	18	40.0	12	26.7	1	2.2	45	2.956	.903
l. Teacher fear that not enough time is available.	A	4	23.5	7	41.2	2	11.8	3	17.6	1	5.9	17	2.412	1.228
	B	3	10.7	18	64.3	4	14.3	3	10.7			28	2.250	.799
	C	7	15.6	25	55.6	6	13.3	6	13.3	1	2.2	45	2.311	.973
m. Teacher's fear of oversimplifying courses.	A	3	17.6	7	41.2	1	5.9	4	23.5	2	11.8	17	2.706	1.359
	B	2	7.1	12	42.9	7	25.0	7	25.0			28	2.679	.945
	C	5	11.1	19	42.2	8	17.8	11	24.4	2	4.4	45	2.689	1.104
n. Teacher's fear that non-handicapped students would be neglected.	A	2	11.8	5	29.4	3	17.6	5	29.4	2	11.8	17	3.000	1.275
	B	2	7.1	13	46.4	3	10.7	9	32.1	1	3.6	28	2.786	1.101
	C	4	8.9	18	40.0	6	13.3	14	31.1	3	6.7	45	2.867	1.160
o. Teacher's lack of skills in handling Disadvantaged or Handicapped.	A	5	29.4	7	41.2	2	11.8	2	11.8	1	5.9	17	2.235	1.200
	B	12	42.9	12	42.9	2	7.1	2	7.1			28	1.786	.876
	C	17	37.8	19	42.2	4	8.9	4	8.9	1	2.2	45	1.956	1.021
p. Teacher's concern for accountability and program image.	A	4	23.5	5	29.4	3	17.6	3	17.6	2	11.8	17	2.647	1.367
	B	4	14.3	13	46.4	5	17.9	4	14.3	2	7.1	28	2.536	1.138
	C	8	17.8	18	40.0	8	17.8	7	15.6	4	8.9	45	2.578	1.215

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

Table 39 summarized data indicating that more than 40 percent of the respondents agreed that utilization of available services and special teaching methods, assistance from specially trained support personnel, and participation in specially designed training programs or individualized instructional learning activities contribute toward the development of vocational skills by handicapped students.

Data in Table 40 indicated that more than 40 percent of the respondents agreed that handicapped students completing a vocational program are successfully placed in employment by:

b. Instructor contact with potential employers
c. Utilization of Division of Vocational Rehabilitation
d. Utilization of Job Service Center
e. Having students remain in the job for which they were trained
f. Maintaining lists of potential employers
g. Maintaining lists of available jobs
h. Educating employers to the benefits of hiring the handicapped
j. Support from local advisory committees.

No significant disagreements were identified in this section.

The data shown in Table 41 revealed that the responsibility for job placement of handicapped students was identified most frequently by the respondents as the role of vocational teachers, counselors and placement personnel, special education personnel, and related agencies.

No significant disagreements were identified in this section.

Table 42 displayed results which indicated more than 40 percent of the respondents agreed that these factors which were identified in the study, contribute toward the handicapped students' inability to obtain employment:

a. Inaccurate knowledge of job market
b. Unrealistic job expectations
c. Limited number of jobs
d. Exclusion from jobs by virtue of the disability
e. Exclusion from employment for economic reasons
g. Lack of job seeking skills
h. Geographic location of job sites and transportation difficulties.

More than 30 percent of the respondents disagreed that inability to improve or upgrade skills is a contributory factor.

Data summarized in Table 43 revealed that the handicapped student's inability to remain employed was identified by more than 40 percent of the respondents as attributed to inadequate work facilities and transportation difficulties.

TABLE 33. Responses to Factors Influencing the Program Completion by the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
2. Disadvantaged or Handicapped students are unable to complete vocational programs because:														
a. Students view themselves as failures.	A			8	50.0	3	18.8	3	18.8	2	12.5	16	2.938	1.124
	B	1	3.8	8	30.8	10	38.5	5	19.2	2	7.7	26	2.962	.999
	C	1	2.4	16	38.1	13	31.0	8	19.0	4	9.5	42	2.952	1.035
b. Students discouraged at progress in acquiring skills.	A	2	11.8	11	64.7	1	5.9	2	11.8	1	5.9	17	2.353	1.057
	B	3	10.3	15	51.7	4	13.8	6	20.7	1	3.4	29	2.552	1.055
	C	5	10.9	26	56.5	5	10.9	8	17.4	2	4.3	46	2.478	1.049
c. Teachers become discouraged with students' progress.	A	2	11.8	10	58.8			4	23.5	1	5.9	17	2.529	1.179
	B	5	17.2	14	48.3	2	6.9	7	24.1	1	3.4	29	2.483	1.153
	C	7	15.2	24	52.2	2	4.3	11	23.9	2	4.3	46	2.500	1.150
d. Students lack motivation or interest in class.	A	2	11.8	7	41.2	1	5.9	6	35.3	1	5.9	17	2.824	1.237
	B	5	17.9	10	35.7	4	14.3	8	28.6	1	3.6	28	2.643	1.193
	C	7	15.6	17	37.8	5	11.1	14	31.3	2	4.4	45	2.711	1.199
e. Students lack of self-confidence.	A	4	23.5	12	70.6					1	5.9	17	1.941	.899
	B	6	20.7	16	55.2	2	6.9	5	17.2			29	2.207	.978
	C	10	21.7	28	60.9	2	4.3	5	10.9	1	2.2	46	2.109	.948
f. Inappropriate relationships between Disadvantaged and Handicapped and non-handicapped.	A	1	5.9	2	11.8	5	29.4	7	41.2	2	11.8	17	3.412	1.064
	B	2	6.9	7	24.1	8	27.6	9	31.0	3	10.3	29	3.138	1.125
	C	3	6.5	9	19.6	13	28.3	16	34.8	5	10.9	46	3.239	1.099
g. No available funds to provide support and/or equipment modification.	A	4	25.0	4	25.0	3	18.8	2	12.5	3	18.8	16	2.750	1.483
	B	7	24.1	11	37.9	4	13.8	6	20.7	1	3.4	29	2.414	1.181
	C	11	24.4	15	33.3	7	15.6	8	17.8	4	8.9	45	2.533	1.290

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 34. Responses Identifying the Types of Instructional Strategies or Methodologies Affecting the Vocational Programs for the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
3. These instructional strategies or methodologies are considered essential for the success of vocational programs for the Disadvantaged or Handicapped students:														
a. Individualized Education Programs (IEP) of Individualized Vocational Objectives.	A	10	62.5	2	12.5			1	6.3	3	18.8	16	2.063	1.652
	B	11	39.3	12	42.9	2	7.1	2	7.1	1	3.6	28	1.929	1.052
	C	21	47.7	14	31.8	2	4.5	3	6.8	4	9.1	44	1.977	1.285
b. Mainstreaming Disadvantaged or Handicapped into regular classes.	A	7	41.2	7	41.2	1	5.9	2	11.8			17	1.882	.993
	B	2	7.1	15	53.6	6	21.4	2	7.1	3	10.7	28	2.607	1.100
	C	9	20.0	22	48.9	7	15.6	4	8.9	3	6.7	45	2.333	1.108
c. Individualized instruction.	A	11	64.7	5	29.4			1	5.9			17	1.471	.800
	B	16	55.2	11	37.9	1	3.4	1	3.4			29	1.552	.736
	C	27	58.7	16	34.8	1	2.2	2	4.3			46	1.522	.752
d. Hands-on experience.	A	14	82.4	2	11.8			1	5.9			17	1.294	.772
	B	16	55.2	11	37.9	2	6.9					29	1.517	.634
	C	30	65.2	13	28.3	2	4.3	1	2.2			46	1.435	.688
e. Behavior modification methods.	A	5	29.4	7	41.2	4	23.5	1	5.9			17	2.059	.899
	B	8	27.6	15	51.7	5	17.2	1	3.4			29	1.966	.778
	C	13	28.3	22	47.8	9	19.6	2	4.3			46	2.000	.816
f. Competency-based instruction.	A	5	29.4	8	47.1	3	17.6	1	5.9			17	2.000	.866
	B	9	33.3	11	40.7	4	14.8	2	7.4	1	3.7	27	2.074	1.072
	C	14	31.8	19	43.2	7	15.9	3	6.8	1	2.3	44	2.045	.987
g. Simulation techniques.	A	4	26.7	7	46.7	3	20.0			1	6.7	15	2.133	1.060
	B	5	20.0	12	48.0	3	12.0	2	8.0	3	12.0	25	2.440	1.261
	C	9	22.5	19	47.5	6	15.0	2	5.0	4	10.0	40	2.325	1.185

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 35. Responses Identifying the Types of Instructional Resources Affecting the Vocational Programs for the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
4. These instructional resources are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:														
a. Commercially prepared print and non-print media.	A	2	11.8	8	47.1	2	11.8	3	17.6	2	11.8	17	2.706	1.263
	B	5	18.5	10	37.0	6	22.2	5	18.5	1	3.7	27	2.519	1.122
	C	7	15.9	18	40.9	8	18.2	8	18.2	3	6.8	44	2.591	1.168
b. Teacher prepared print and non-print media.	A	9	52.9	3	17.6	2	11.8	2	11.8	1	5.9	17	2.000	1.323
	B	10	35.7	13	46.4	4	14.3	1	3.6			28	1.857	.803
	C	19	42.2	16	35.6	6	13.3	3	6.7	1	2.2	45	1.911	1.019
c. Equipment and/pr materials for hands-on experiences.	A	10	58.8	6	35.3	1	5.9					17	1.471	.624
	B	13	46.4	13	46.4	1	3.6	1	3.6			28	1.643	.731
	C	23	51.1	19	42.2	2	4.4	1	2.2			45	1.578	.690
d. Available finances to acquire materials.	A	11	64.7	4	23.5	1	5.9	1	5.9			17	1.588	1.064
	B	16	57.1	9	32.1	2	7.1	1	3.6			28	1.571	.790
	C	27	60.0	13	28.9	3	6.7	1	2.2	1	2.2	45	1.578	.892

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 36. Responses Identifying the Types of Services Affecting Vocational Programs for the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
5. These services are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:														
a. Availability of supplemental services.	A	15	100.0									15	1.000	0.000
	B	19	67.9	7	25.0	1	3.6	1	3.6			28	1.429	.742
	C	34	79.1	7	16.3	1	2.3	1	2.3			43	1.279	.630
b. Availability of special education personnel.	A	12	75.0	3	18.8			1	6.3			16	1.375	.806
	B	13	46.4	13	46.4	1	3.6	1	3.6			28	1.643	.731
	C	25	56.8	16	36.4	1	2.3	2	4.5			44	1.545	.761
c. Coordination of identification processes by vocational and special education personnel.	A	11	68.8	5	31.3							16	1.313	.479
	B	15	53.6	11	39.3	1	3.6	1	3.6			28	1.571	.742
	C	26	59.1	16	36.4	1	2.3	1	2.3			44	1.477	.664
d. Coordination of selection processes by vocational and special education personnel.	A	13	81.3	3	18.8							16	1.188	.403
	B	15	53.6	10	35.7	2	7.1	1	3.6			28	1.607	.786
	C	28	63.6	13	29.5	2	4.5	1	2.3			44	1.455	.697
e. Sufficient in-service training for vocational personnel.	A	10	66.7	5	33.3							15	1.333	.488
	B	15	53.6	12	42.9					1	3.6	28	1.571	.836
	C	25	58.1	17	39.5					1	2.3	43	1.488	.736

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 37. Responses to Factors Influencing the Program Recruitment of the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
6. Disadvantaged and Handicapped persons are successfully recruited for vocational programs through:														
a. Referral by social agencies.	A	3	18.8	6	37.5	3	18.8	2	12.5	2	12.5	16	2.625	1.310
	B			11	39.3	9	32.1	7	25.0	1	3.6	28	2.929	.900
	C	3	6.8	17	38.6	12	27.3	9	20.5	3	6.8	44	2.818	1.063
b. Referral by medical professionals in private practice.	A	1	6.3	4	25.0	4	25.0	5	31.3	2	12.5	16	3.188	1.167
	B			2	7.1	16	57.1	9	32.1	1	3.6	28	3.321	.670
	C	1	2.3	6	13.6	20	45.5	14	31.8	3	6.8	44	3.273	.872
c. Personal contacts during home visits.	A	1	6.3	4	25.0	5	31.3	4	25.0	2	12.5	16	3.125	1.147
	B			13	46.4	9	32.1	6	21.4			28	2.750	.799
	C	1	2.3	17	38.6	14	31.8	10	22.7	2	4.5	44	2.886	.945
d. Personal contacts by past students and acquaintances.	A	4	26.7	8	53.3	1	6.7			2	13.3	15	2.200	1.265
	B			15	53.6	8	28.6	5	17.9			28	2.643	.780
	C	4	9.3	23	53.5	9	20.9	5	11.6	2	4.7	43	2.488	.985
e. Public awareness of vocational programs through printed and broadcast media.	A	2	12.5	10	62.5			2	12.5	2	12.5	16	2.500	1.265
	B	1	3.6	13	46.4	10	35.7	3	10.7	1	3.6	28	2.643	.870
	C	3	6.8	23	52.3	10	22.7	5	11.4	3	6.8	44	2.591	1.019
f. Results of diagnostic testing by school and outside evaluators.	A	3	18.8	8	50.0	1	6.3	2	12.5	2	12.5	16	2.500	1.317
	B	3	10.7	19	67.9	4	14.3	2	7.1			28	2.179	.723
	C	6	13.6	27	61.4	5	11.4	4	9.1	2	4.5	44	2.295	.978
g. Referral by guidance personnel.	A	4	26.7	8	53.3	2	13.3			1	6.7	15	2.067	1.033
	B	6	21.4	17	60.7	2	7.1	2	7.1	1	3.6	28	2.107	.956
	C	10	23.3	25	58.1	4	9.3	2	4.7	2	4.7	43	2.093	.971

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 38. Responses to Factors Affecting the Program Placement of the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
7. Disadvantaged and Handicapped students are successfully identified for vocational program placement through:														
a. Current review of Individualized Education Programs (IEP).	A	4	25.0	4	25.0	1	6.3	5	31.3	2	12.5	16	2.813	1.471
	B	4	14.8	11	40.7	9	33.3	1	3.7	2	7.4	27	2.481	1.051
	C	8	18.6	15	34.9	10	23.3	6	14.0	4	9.3	43	2.605	1.218
b. Teacher evaluation.	A	4	25.0	6	37.5	3	18.8	1	6.3	2	12.5	16	2.438	1.315
	B	6	21.4	19	67.9	1	3.6			2	7.1	28	2.036	.962
	C	10	22.7	25	56.8	4	9.1	1	2.3	4	9.1	44	2.182	1.105
c. Interpretation of diagnostic testing and evaluation.	A	3	18.8	6	37.5	3	18.8	3	18.8	1	6.3	16	2.563	1.209
	B	3	11.1	18	66.7	4	14.8	2	7.4			27	2.185	.736
	C	6	14.0	24	55.8	7	16.3	5	11.6	1	2.3	43	2.326	.944
d. Staffing.	A	6	37.5	6	37.5	1	6.3	2	12.5	1	6.3	16	2.125	1.258
	B	6	23.1	15	57.7	4	15.4	1	3.8			26	2.000	.748
	C	12	28.6	21	50.0	5	11.9	3	7.1	1	2.4	42	2.048	.962
e. Referrals by related agencies.	A	1	6.7	6	40.0	3	20.0	2	13.3	3	20.0	15	[illegible]000	1.309
	B	2	7.4	12	44.4	8	29.6	3	11.1	2	7.4	27	[illegible].667	1.038
	C	3	7.1	18	42.9	11	26.2	5	11.9	5	11.9	42	2.786	1.138

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 39. Responses to Factors Influencing the Development of Vocational Skills by the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
8. Disadvantaged and Handicapped students are able to develop vocational skills in a vocational program by:														
a. Utilizing services available through vocational program.	A			9	52.9			7	41.2	1	5.9	17	3.000	1.118
	B	3	10.3	16	55.2	1	3.4	8	27.6	1	3.4	29	2.586	1.119
	C	3	6.5	25	54.3	1	2.2	15	32.6	2	4.3	46	2.739	1.124
b. Participating in specially designed training programs.	A	4	23.5	11	64.7			1	5.9	1	5.9	17	2.059	1.029
	B	8	27.6	17	58.6	2	6.9	1	3.4	1	3.4	29	1.966	.906
	C	12	26.1	28	60.9	2	4.3	2	4.3	2	4.3	46	2.000	.943
c. Participating in individualized instruction learning activities.	A	8	47.1	9	52.9							17	1.529	.514
	B	10	34.5	17	58.6	1	3.4	1	3.4			29	1.759	.683
	C	18	39.1	26	56.5	1	2.2	1	2.2			46	1.674	.634
d. Being taught by teachers who utilize special teaching methods.	A	9	52.9	7	41.2	1	5.9					17	1.529	.624
	B	10	34.5	16	55.2	2	6.9			1	3.4	29	1.828	.848
	C	19	41.3	23	50.0	3	6.5			1	2.2	46	1.717	.779
e. Being taught by teachers who are assisted by specially trained support personnel.	A	12	75.0	3	18.8	1	6.3					16	1.313	.602
	B	10	35.7	13	46.4	1	3.6	3	10.7	1	3.6	28	2.000	1.089
	C	22	50.0	16	36.4	2	4.5	3	6.8	1	2.3	44	1.750	.991

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 40. Responses to Factors Influencing the Employment Placement of the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
9. Disadvantaged and Handicapped students who have completed a vocational program are successfully placed in employment by:														
a. Assigning placement responsibilities to one office.	A	1	6.3	7	43.8	1	6.3	4	25.0	3	18.8	16	3.063	1.340
	B	2	7.4	3	11.1	6	22.2	12	44.4	4	14.8	27	3.481	1.122
	C	3	7.0	10	23.3	7	16.3	16	37.2	7	16.3	43	3.326	1.210
b. Having instructors contact potential employers.	A	5	31.3	9	56.3	1	6.3	1	6.3			16	1.875	.806
	B	4	14.3	21	75.0	1	3.6	1	3.6	1	3.6	28	2.071	.813
	C	9	20.5	30	68.2	2	4.5	2	4.5	1	2.3	44	2.000	.807
c. Utilizing services of the Division of Vocational Rehabilitation.	A	4	23.5	7	41.2	4	23.5	1	5.9	1	5.9	17	2.294	1.105
	B	4	13.8	19	65.5	4	13.8	1	3.4	1	3.4	29	2.172	.848
	C	8	17.4	26	56.5	8	17.4	2	4.3	2	4.3	46	2.217	.941
d. Utilizing the Job Service Center.	A	2	12.5	8	50.0	4	25.0	2	12.5			16	2.375	.885
	B	2	7.4	16	59.3	4	14.8	4	14.8	1	3.7	27	2.481	.975
	C	4	9.3	24	55.8	8	18.6	6	14.0	1	2.3	43	2.442	.934
e. Remaining in the job for which they received vocational training.	A	2	12.5	6	37.5	5	31.3	3	18.8			16	2.563	.964
	B	1	3.6	16	57.1	9	32.1	2	7.1			28	2.429	.690
	C	3	6.8	22	50.0	14	31.8	5	11.4			44	2.477	.792
f. Maintaining lists of potential employers.	A	4	25.0	9	56.3	3	18.8					16	1.938	.680
	B	3	10.7	21	75.0	3	10.7	1	3.6			28	2.071	.604
	C	7	15.9	30	68.2	6	13.6	1	2.3			44	2.023	.628
g. Maintaining a list of jobs available.	A	4	23.5	7	41.2	4	23.5	2	11.8			17	2.235	.970
	B	3	10.7	22	78.6	1	3.6	2	7.1			28	2.071	.663
	C	7	15.6	29	64.4	5	11.1	4	8.9			45	2.133	.786
h. Educating employers to benefits of hiring Handicapped and Disadvantaged.	A	8	47.1	5	29.4	3	17.6	1	5.9			17	1.882	1.111
	B	8	27.6	17	58.6	3	10.3	1	3.4			29	1.931	.842
	C	16	34.8	22	47.8	6	13.0	2	4.3			46	1.913	.939
i. Developing skills to search for or hold a job.	A	9	52.9	7	41.2	1	5.9					17	1.529	.624
	B	8	28.6	18	64.3	1	3.6	1	3.6			28	1.821	.670
	C	17	37.8	25	55.6	2	4.4	1	2.2			45	1.711	.661
j. Recruiting local support for advisory committees.	A	4	23.5	10	58.8	3	17.6					17	1.941	.659
	B	7	25.0	18	64.3	2	7.1			1	3.6	28	1.929	.813
	C	11	24.4	28	62.2	5	11.1			1	2.2	45	1.933	.751

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 41. Responses Identifying the Personnel Responsible for the Employment Placement of the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
10. Job placement for Disadvantaged and Handicapped persons completing a vocational program is most frequently the responsibility of:														
a. Vocational teachers.	A	4	23.5	8	47.1	1	5.9	3	17.6	1	5.9	17	2.353	1.222
	B	5	17.9	16	57.1	2	7.1	2	7.1	3	10.7	28	2.357	1.193
	C	9	20.0	24	53.3	3	6.7	5	11.1	4	8.9	45	2.356	1.190
b. Vocational counselors.	A	3	18.8	6	37.5	1	6.3	4	25.0	2	12.5	16	2.750	1.390
	B	4	14.3	16	57.1	3	10.7	4	14.3	1	3.6	28	2.357	1.026
	C	7	15.9	22	50.0	4	9.1	8	18.2	3	6.8	44	2.500	1.171
c. Placement personnel.	A	7	43.8	5	31.3	2	12.5	1	6.3	1	6.3	16	2.000	1.211
	B	3	10.7	14	50.0	6	21.4	3	10.7	2	7.1	28	2.536	1.071
	C	10	22.7	19	43.2	8	18.2	4	9.1	3	6.8	44	2.341	1.140
d. Supplemental services personnel.	A	1	5.9	6	35.3	2	11.8	4	23.5	4	23.5	17	3.235	1.348
	B	2	7.4	11	40.7	6	22.2	7	25.9	1	3.7	27	2.778	1.050
	C	3	6.8	17	38.6	8	18.2	11	25.0	5	11.4	44	2.955	1.180
e. Special education personnel.	A	2	11.8	8	47.1	1	5.9	4	23.5	2	11.8	17	2.765	1.300
	B	3	11.1	11	40.7	7	25.9	4	14.8	2	7.4	27	2.667	1.109
	C	5	11.4	19	43.2	8	18.2	8	18.2	4	9.1	44	2.705	1.173
f. Special related agencies.	A	2	11.8	8	47.1	5	29.4			2	11.8	17	2.529	1.125
	B	1	3.8	13	50.0	8	30.8	1	3.8	3	11.5	26	2.692	1.050
	C	3	7.0	21	48.8	13	30.2	1	2.3	5	11.6	43	2.628	1.070

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 42. Responses to Factors Influencing the Inability to Obtain Employment by the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
11. Disadvantaged and Handicapped students are unable to obtain employment due to:														
a. Inaccurate knowledge of job market.	A	1	5.9	9	52.9	2	11.8	3	17.6	2	11.8	17	2.765	1.200
	B	1	3.4	14	48.3	5	17.2	9	31.0			29	2.759	.951
	C	2	4.3	23	50.0	7	15.2	12	26.1	2	4.3	46	2.761	1.037
b. Unrealistic job expectations.	A	1	6.3	6	37.5	4	25.0	3	18.8	2	12.5	16	2.938	1.181
	B	2	6.9	18	62.1	5	17.2	4	13.8			29	2.379	.820
	C	3	6.7	24	53.3	9	20.0	7	15.6	2	4.4	45	2.578	.988
c. Limited number of available jobs.	A	3	18.8	8	50.0	2	12.5	3	18.8			16	2.313	1.014
	B	5	17.2	13	44.8	6	20.7	5	17.2			29	2.379	.979
	C	8	17.8	21	46.7	8	17.8	8	17.8			45	2.356	.981
d. Exclusion from jobs by virtue of their disability.	A	2	12.5	7	43.8	3	18.8	3	18.8	1	6.3	16	2.625	1.147
	B	3	10.3	11	37.9	7	24.1	7	24.1	1	3.4	29	2.724	1.066
	C	5	11.1	18	40.0	10	22.2	10	22.2	2	4.4	45	2.689	1.083
e. Economics in hiring Disadvantaged and Handicapped.	A	1	6.3	10	62.5	3	18.8	1	6.3	1	6.3	16	2.438	.964
	B	1	3.4	10	34.5	9	31.0	8	27.6	1	3.4	29	2.931	.961
	C	2	4.4	20	44.4	12	26.7	9	20.0	2	4.4	45	2.756	.981
f. Exclusion from employment by employers.	A	2	12.5	7	43.8	3	18.8	2	12.5	2	12.5	16	2.688	1.250
	B	2	7.1	12	42.9	5	17.9	8	28.6	1	3.6	28	2.786	1.067
	C	4	9.1	19	43.2	8	18.2	10	22.7	3	6.8	44	2.750	1.123
g. Lack of job seeking skills.	A	3	18.8	9	56.3	2	12.5	1	6.3	1	6.3	16	2.250	1.065
	B	2	7.1	16	57.1	2	7.1	7	25.0	1	3.6	28	2.607	1.066
	C	5	11.4	25	56.8	4	9.1	8	18.2	2	4.5	44	2.477	1.067
h. Geographic location of job or transportation difficulties.	A	2	12.5	11	68.8	1	6.3	1	6.3	1	6.3	16	2.250	1.000
	B	3	10.3	17	58.6	4	13.8	4	13.8	1	3.4	29	2.414	.983
	C	5	11.1	28	62.2	5	11.1	5	11.1	2	4.4	45	2.356	.981
i. Persistent grooming or personal problems.	A	2	12.5	7	43.8	3	18.8	4	25.0			16	2.563	1.031
	B			10	37.0	10	37.0	6	22.2	1	3.7	27	2.926	.874
	C	2	4.7	17	39.5	13	30.2	10	23.3	1	2.3	43	2.791	.940
j. Lack of motivation to persist on the job.	A	1	6.3	7	43.8	3	18.8	4	25.0	1	6.3	16	2.813	1.109
	B	2	6.9	10	34.5	8	27.6	9	31.0			29	2.828	.966
	C	3	6.7	17	37.8	11	24.4	13	28.9	1	2.2	45	2.822	1.007

TABLE 42. (continued)

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
11. Disadvantaged and Handicapped students are unable to obtain employment due to:														
k. Co-workers' negative attitude.	A	1	6.3	5	31.3	6	37.5	2	12.5	2	12.5	16	2.938	1.124
	B			9	32.1	7	25.0	11	39.3	1	3.6	28	3.143	.932
	C	1	2.3	14	31.8	13	29.5	13	29.5	3	6.8	44	3.068	.998
l. Loss of employment because of low productivity.	A	1	6.3	8	50.0	4	25.0	2	12.5	1	6.3	16	2.625	1.025
	B			7	24.1	10	34.5	10	34.5	2	6.9	29	3.241	.912
	C	1	2.2	15	33.3	14	31.1	12	26.7	3	6.7	45	3.022	.968
m. Inability to improve or upgrade skills.	A			5	31.3	4	25.0	6	37.5	1	6.3	16	3.188	.981
	B			6	21.4	10	35.7	10	35.7	2	7.1	28	3.286	.897
	C			11	25.0	14	31.8	16	36.4	3	6.8	44	3.250	.918

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 43. Responses to Factors Influencing the Handicapped Person's Ability to Remain Employed.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Program (continued)														
12. Disadvantaged and Handicapped students are unable to remain employed because of:														
a. Lack of systematic follow up during initial employment.	A	3	18.8	6	37.5	4	25.0	2	12.5	1	6.3	16	2.500	1.155
	B	3	10.3	9	31.0	8	27.6	8	27.6	1	3.4	29	2.828	1.071
	C	6	13.3	15	33.3	12	26.7	10	22.2	2	4.4	45	2.711	1.100
b. Inability to cope with work schedules or restrictions.	A	2	12.5	8	50.0	3	18.8	3	18.8			16	2.438	.964
	B	2	6.9	9	31.0	10	34.5	8	27.6			29	2.828	.928
	C	4	8.9	17	37.8	13	28.9	11	24.4			45	2.689	.949
c. Inability to cope with other employees.	A	1	6.3	7	43.8	2	12.5	5	31.3	1	6.3	16	2.875	1.147
	B	2	6.9	4	13.8	11	37.9	11	37.9	1	3.4	29	3.172	.966
	C	3	6.7	11	24.4	13	28.9	16	35.6	2	4.4	45	3.067	1.031
d. Inability to cope with supervision.	A	1	6.3	7	43.8	2	12.5	5	31.3	1	6.3	16	2.875	1.147
	B	2	6.9	5	17.2	9	31.0	12	41.4	1	3.4	29	3.172	1.002
	C	3	6.7	12	26.7	11	24.4	17	37.8	2	4.4	45	3.067	1.053
e. Low productivity rate.	A	1	6.3	6	37.5	4	25.0	4	25.0	1	6.3	16	2.875	1.088
	B			10	34.5	10	34.5	8	27.6	1	3.4	29	3.000	.886
	C	1	2.2	16	35.6	14	31.1	12	26.7	2	4.4	45	2.956	.952
f. Inadequate work facilities.	A			6	37.5	4	25.0	4	25.0	2	12.5	16	3.125	1.088
	B			15	51.7	9	31.0	5	17.2			29	2.655	.769
	C			21	46.7	13	28.9	9	20.0	2	4.4	45	2.822	.912
g. Transportation difficulties.	A	1	6.3	10	62.5	4	25.0			1	6.3	16	2.375	.885
	B	2	6.9	15	51.7	10	34.5	1	3.4	1	3.4	29	2.448	.827
	C	3	6.7	25	55.6	14	31.1	1	2.2	2	4.4	45	2.422	.839

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

More than 30 percent of the respondents disagreed that inability to cope with other employees, or with supervision, contributed to the inability to remain employed.

Facilities Section of the Questionnaire

Data summarized in Table 44 revealed that more than 40 percent of the respondents agreed that handicapped students are discouraged from participating in vocational programs because of:

b. Inadequately equipped facilities
c. Lack of financial or technical assistance causing a delay in building modifications
e. Lack of modified work areas or equipment
f. Restricted movement within school buildings.

More than 30 percent of the respondents disagreed that participation by the handicapped was discouraged due to lack of transportation or legislative interpretations by local authorities.

Legislation Section of the Questionnaire

Table 45 indicated that more than 40 percent of all respondents agreed or strongly agreed that federal legislation has increased the efforts of vocational education to provide skill training for the handicapped because of:

a. Increased awareness of the handicapped students' needs
b. Increased regulations requiring vocational program availability to the handicapped
c. Increased funds to offset increased program costs.

More than 30 percent of the respondents disagreed that increased pre-service or in-service training activities for vocational teachers was a factor that affected the provision of vocational education programs for the handicapped.

Data contained in Table 46 showed that more than 40 percent of the respondents indicated agreement that state legislation provides for increased services for handicapped students in vocational programs because of:

a. Increased awareness of handicapped students' needs
b. Increased regulations requiring vocational program availability to the handicapped
c. Increased funds to offset program costs.

More than 30 percent disagreed that increased pre-service and in-service training activities affected the availability of vocational programs for the handicapped as mandated by state legislation.

TABLE 44. Responses Identifying the Facility Factors Affecting Program Participation by the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Facilities														
1. Disadvantaged and Handicapped students are discouraged from participating in vocational programs because:														
a. Transportation to and from school is lacking.	A	2	11.8	6	35.3			7	41.2	2	11.8	17	3.059	1.345
	B	1	3.4	5	17.2	4	13.8	15	51.7	4	13.8	29	3.552	1.055
	C	3	6.5	11	23.9	4	8.7	22	47.8	6	13.0	46	3.370	1.181
b. Physical facilities are not adequately equipped.	A	1	5.9	12	70.6			3	17.6	1	5.9	17	2.471	1.068
	B	2	7.1	15	53.6	3	10.7	7	25.0	1	3.6	28	2.643	1.062
	C	3	6.7	27	60.0	3	6.7	10	22.2	2	4.4	45	2.578	1.055
c. Lack of financial or technical assistance delaying building modifcations.	A	4	23.5	7	41.2	2	11.8	2	11.8	2	11.8	17	2.471	1.328
	B	6	21.4	11	39.3	3	10.7	5	17.9	3	10.7	28	2.571	1.317
	C	10	22.2	18	40.0	5	11.1	7	15.6	5	11.1	45	2.533	1.307
d. Vocational work areas are not modified for disability.	A	4	23.5	7	41.2	2	11.8	3	17.6	1	5.9	17	2.412	1.228
	B	5	17.2	13	44.8	2	6.9	8	27.6	1	3.4	29	2.552	1.183
	C	9	19.6	20	43.5	4	8.7	11	23.9	2	4.3	46	2.500	1.188
e. Equipment is not modified for disability.	A	2	11.8	5	29.4	4	23.5	5	29.4	1	5.9	17	2.882	1.166
	B	2	6.9	15	51.7	2	6.9	9	31.0	1	3.4	29	2.724	1.099
	C	4	8.7	20	43.5	6	13.0	14	30.4	2	4.3	46	2.783	1.114
f. Movement within school buildings is restricted.	A	2	11.8	7	41.2	2	11.8	5	29.4	1	5.9	17	2.765	1.200
	B			12	41.4	3	10.3	11	37.9	3	10.3	29	3.172	1.104
	C	2	4.3	19	41.3	5	10.9	16	34.8	4	8.7	46	3.022	1.145
g. Teacher resistance to modifications.	A	3	17.6	5	29.4	1	5.9	6	35.3	2	11.8	17	2.941	1.391
	B	3	10.3	12	41.4	3	10.3	9	31.0	2	6.9	29	2.828	1.197
	C	6	13.0	17	37.0	4	8.7	15	32.6	4	8.7	46	2.870	1.258
h. Lack of trained support personnel.	A	3	20.0	4	26.7	2	13.3	4	26.7	2	13.3	15	2.867	1.407
	B	8	27.6	11	37.9	5	17.2	3	10.3	2	6.9	29	2.310	1.198
	C	11	25.0	15	34.1	7	15.9	7	15.9	4	9.1	44	2.500	1.285
i. Student safety and liability factors.	A	3	17.6	9	52.9	2	11.8	1	5.9	2	11.8	17	2.412	1.228
	B	3	10.3	9	31.0	5	17.2	9	31.0	3	10.3	29	3.000	1.225
	C	6	13.0	18	39.1	7	15.2	10	21.7	5	10.9	46	2.783	1.246
j. Legislative interpretations by local authorities.	A	1	5.9	5	29.4	4	23.5	5	29.4	2	11.8	17	3.118	1.166
	B	2	7.1	8	28.6	7	25.0	9	32.1	2	7.1	28	3.036	1.105
	C	3	6.7	13	28.9	11	24.4	14	31.1	4	8.9	45	3.067	1.116

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 45. Responses to Federal Legislation Relating to Vocational Education for the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Legislation														
1. Federal legislation has increased the efforts of vocational education to provide skill training for the Disadvantaged and Handicapped students because of:														
a. Increased awareness of Disadvantaged and Handicapped needs.	A	7	41.2	8	47.1	2	11.8					17	1.706	.686
	B	6	20.7	18	62.1	2	6.9	3	10.3			29	2.069	.842
	C	13	28.3	26	56.5	4	8.7	3	6.5			46	1.935	.800
b. Increased regulations requiring vocational programs to serve Disadvantaged and Handicapped.	A	10	58.8	6	35.3					1	5.9	17	1.588	1.004
	B	4	13.8	21	72.4	1	3.4	1	3.4	2	6.9	29	2.172	.966
	C	14	30.4	27	58.7	1	2.2	1	2.2	3	6.5	46	1.957	1.010
c. Increased funds that offset increased cost incurred.	A	4	23.5	6	35.3	3	17.6	3	17.6	1	5.9	17	2.471	1.231
	B	1	3.4	16	55.2	2	6.9	6	20.7	4	13.8	29	2.862	1.217
	C	5	10.9	22	47.8	5	10.9	9	19.6	5	10.9	46	2.717	1.223
d. Increased training for regular vocational teachers in pre- and in-service activities.	A	1	5.9	6	35.3	3	17.6	4	23.5	3	17.6	17	3.118	1.269
	B	2	6.9	8	27.6	4	13.8	12	41.4	3	10.3	29	3.207	1.177
	C	3	6.5	14	30.4	7	15.2	16	34.8	6	13.0	46	3.174	1.198
e. Research studies conducted to help prepare vocational instructors and administrators.	A	1	5.9	5	29.4	4	23.5	5	29.4	2	11.8	17	3.118	1.166
	B	2	6.9	9	31.0	8	27.6	6	20.7	4	13.8	29	3.034	1.180
	C	3	6.5	14	30.4	12	26.1	11	23.9	6	13.0	46	3.065	1.162

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

TABLE 46. Responses to State Legislation Relating to Vocational Education for the Handicapped.

HANDICAPPED PROGRAMS Question	Group*	Strongly Agree No.	Strongly Agree Percent	Agree No.	Agree Percent	No Opinion No.	No Opinion Percent	Disagree No.	Disagree Percent	Strongly Disagree No.	Strongly Disagree Percent	N**	Mean	SD***
Legislation (continued)														
2. State legislation has been passed that provides for increased services for the Disadvantaged and Handicapped students in vocational programs because of:														
a. Increased awareness of Disadvantaged and Handicapped needs.	A	5	29.4	9	52.9	2	11.8	1	5.9			17	1.941	.827
	B	6	20.7	20	69.0	1	3.4	2	6.9			29	1.966	.731
	C	11	23.9	29	63.0	3	6.5	3	6.5			46	1.957	.759
b. Increased regulations requiring vocational programs to serve Disadvantaged and Handicapped.	A	8	47.1	7	41.2	1	5.9			1	5.9	17	1.765	1.033
	B	4	13.8	23	79.3	1	3.4	1	3.4			29	1.966	.566
	C	12	26.1	30	65.2	2	4.3	1	2.2	1	2.2	46	1.891	.767
c. Increased funds that offset increased cost incurred.	A	2	11.8	8	47.1	1	5.9	4	23.5	2	11.8	17	2.765	1.300
	B	2	6.9	11	37.9	5	17.2	8	27.6	3	10.3	29	2.966	1.180
	C	4	8.7	19	41.3	6	13.0	12	26.1	5	10.9	46	2.891	1.215
d. Increased training for regular vocational teachers in pre- and in-service activities.	A			5	29.4	4	23.5	7	41.2	1	5.9	17	3.235	.970
	B	1	3.4	9	31.0	7	24.1	9	31.0	3	10.3	29	3.138	1.093
	C	1	2.2	14	30.4	11	23.9	16	34.8	4	8.7	46	3.174	1.039
e. Research studies conducted to help prepare vocational instructors and administrators.	A	1	5.9	5	29.4	5	29.4	6	35.3			17	2.941	.966
	B			12	41.4	7	24.1	8	27.6	2	6.9	29	3.000	1.000
	C	1	2.2	17	37.0	12	26.1	14	30.4	2	4.3	46	2.978	.977

*A - Special Needs Coordinators; B - Local Administrators; C - Total
**Total Number
***Standard Deviation

Significant Differences - Programs for the Handicapped

A crosstabulation chi-square data analysis for each questionnaire item was performed in an attempt to identify any significant differences between the perceptions of special needs coordinators and local administrators, relative to the delivery and evaluation of vocational programs for the handicapped.

A compressed response scale was used in generating computerized information, and the .05 level of significance was established for the purpose of data analysis.

Table 47 identified the three statements found to be statistically significant at the .05 level of confidence. The chi-square values and degrees of freedom are also listed for each questionnaire item. Group differences are revealed in the perceptions of program factors relating to recruitment and placement of handicapped persons in vocational programs.

TABLE 47. Crosstabulation Chi-Square Analysis of Selected Questionnaire Items Between Special Needs Coordinators and Local Administrators Within the Vocational Education Programs for the Handicapped Section of the Study.

Programs for Handicapped	Chi-Square	Degrees of Freedom	Significance Level
Program			
6b. Disadvantaged and Handicapped persons are successfully recruited for vocational programs through referral by medical professionals in private practice.	6.20384	2	.0450
6f. Disadvantaged and Handicapped persons are successfully recruited for vocational programs through results of diagnostic testing by school and outside evaluators.	7.43407	2	.0243
7a. Disadvantaged and Handicapped students are successfully identified for vocational program placement through current review of Individualized Education Programs (IEP).	7.82880	2	.0200

CONCLUSIONS

The conclusions of this study are based specifically upon the findings from the data collected within the study and the statistical analyses performed. The conclusions are:

1. Vocational special needs personnel and local administrators are generally in agreement with regard to their perceptions of the delivery and evaluation of vocational programs for the disadvantaged and handicapped
2. Both groups of vocational educators perceive the need for federal and state fiscal support, a local commitment for services and the availability of trained personnel as high priority factors leading to the success of vocational programs for the disadvantaged and handicapped
3. Both vocational educator groups view the availability of relevant course offerings and pre- and in-service training opportunities for vocational teachers as contributing factors toward the success of vocational programs for the disadvantaged and handicapped
4. Vocational educators perceive the need for professionally trained vocational support personnel to share the responsibilities with local instructors in providing services for the disadvantaged and handicapped in vocational programs
5. Local services identified as contributing toward program success include coordinated identification and selection processes, supplemental services, special education assistance, and the availability of assistance from social agencies
6. Both vocational education groups view the use of the Individualized Education Program (IEP) as an essential tool in the program development process for disadvantaged and handicapped students
7. Vocational educators are in agreement that job placement for the disadvantaged and handicapped is not a singular responsibility. Cooperative efforts by vocational and special education personnel, with the Division of Vocational Rehabilitation and other related agencies are viewed as significant factors in the employment process for the disadvantaged and handicapped
8. Employment opportunities for the disadvantaged or handicapped are viewed by vocational educators as being facilitated through local advisory committee support, greater public awareness of and acceptance of the disadvantaged or handicapped person's potential, and collaborative support efforts by vocational and special educators

9. Both vocational educator groups generally appear less aware of the needs, abilities, and capabilities of the disadvantaged and handicapped in vocational education programs and perceive the need to expand the vocational educators' awareness and understanding of the disadvantaged and handicapped through increased educational opportunities or pre- and in-service training
10. Vocational educators generally agree that inadequate physical facilities, including equipment and program modifications cause barriers toward the participation by the disadvantaged and handicapped in vocational programs
11. Both federal and state legislation have been perceived as mandates toward increased vocational education opportunities for the disadvantaged and handicapped. However, both vocational educator groups appear less certain that, as a result of the legislation, increased funds are available to offset the increased program costs needed to serve the disadvantaged and handicapped.

RECOMMENDATIONS

These recommendations are formulated as an outgrowth of the analyses of data and the conclusions of this study and should provide the impetus for further research and a basis for use in the planning and development of an assessment model for vocational education programs serving the disadvantaged and handicapped.

The recommendations are:

1. Current State Board for Community Colleges and Occupational Education policies and procedures governing vocational education opportunities for the disadvantaged and handicapped should be reviewed to identify potential inter-agency collaboration and support for increased vocational education programming and funding
2. Communication among all state and local decision makers regarding the roles of various agencies in the design and implementation of vocational education for the disadvantaged and handicapped is imperative. A collaborative inter-agency agreement, addressing the roles of general education, vocational education, special education, and other agencies such as the Division of Vocational Rehabilitation, would provide a network to assure maximal educational opportunities for the disadvantaged and handicapped
3. The need for intensive staff development activities directed toward increasing the vocational educators' competencies to work with the disadvantaged and handicapped has been recognized as a high priority by the study respondents. Collaborative efforts by the various agencies and all institutions of higher education in Colorado to provide extensive pre-service and in-service programs would facilitate more effective local vocational education programs and services for the disadvantaged and handicapped
4. Increased funding support to maximize local vocational education programs for the disadvantaged and handicapped must be addressed by the State Board for Community Colleges and Occupational Education. The findings of this study revealed the need for increased funding. However, further research is necessary to determine whether or not fiscal assistance is appropriate or critical for the availability of vocational programs and services to the disadvantaged and handicapped
5. Further research is needed to determine whether the perceptions of vocational educators directly responsible for the vocational skill development of special needs learners are paralleled with the findings from this study

6. The data generated by this study are broad and extensive and, with further analysis, will provide Colorado's vocational leadership with factors relative to the roles and responsibilities affecting the delivery and evaluation of vocational education programs and services for the disadvantaged and handicapped. This data may be used as the basis for the development of an assessment model for vocational programs.

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APPENDICES

APPENDIX A

Definition of Terms

DEFINITION OF TERMS

Agreement/Disagreement -- These terms were operationalized through the use of a likert scale. Individuals were asked to respond to a five-point scale: (1) strongly agree, (2) agree, (3) no opinion, (4) disagree, and (5) strongly disagree, as an indication of agreement or disagreement to factors relating to vocational education programs for the disadvantaged and handicapped.

Disadvantaged Persons -- Persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps and who, for that reason, require specially designed educational programs or related services.

Handicapped Persons -- Mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons, who, by reason of their handicapping condition, cannot succeed in a vocational or consumer homemaking education program designed for persons without such handicaps.

Individualized Education Program -- Used as a management tool, the IEP is a written statement cooperatively developed for each handicapped child, assuring that the educational program has been appropriately designed to meet the child's special learning needs.

Least Restrictive Environment -- An educational placement that is determined individually for each exceptional child, the placement being as close as possible to a regular class setting or a continuum of settings.

Local Administrator -- Professional personnel designated by the Colorado State Board for Community Colleges and Occupational Education as the individual responsible for vocational education in local educational agencies or institutions.

Legislation -- Legislation directly affecting the availability of vocational education to handicapped persons; the federal mandates include: P.L. 94-482, the Education Amendments of 1976; P.L. 94-142, the Education for All Handicapped Children Act; and P.L. 93-112, the Rehabilitation Act of 1973, Sections 503 and 504.

Mainstreaming -- This concept refers to the temporal instructional and social integration of eligible exceptional children with normal peers, and is supported by three major pieces of federal legislation: The Education Amendments of 1976, the Education for All Handicapped Children Act, and the Rehabilitation Act of 1973.

Special Needs Coordinators -- Credentialed vocational instructors, currently employed as persons responsible for coordination and supervision of supplemental services for vocational education programs in local educational agencies or institutions.

State Board -- Refers to the State Board for Community Colleges and Occupational Education, designated by state law as the sole agency responsible for the administration of vocational education or for the supervision of the administration of vocational education in the state.

Vocational Education -- The term refers to organized educational programs which are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career other than a baccalaureate or advanced degree.

APPENDIX B

Advisory Committee Membership
and
Synthesis of the Advisory Committee Input

VOCATIONAL DIRECTOR'S ROLE AND RESPONSIBILITIES
IN THE DELIVERY AND EVALUATION OF DISADVANTAGED
AND HANDICAPPED VOCATIONAL EDUCATION PROGRAMS

Advisory Committee

Mr. Paul May	Supervisor of Special Programs SBCCOE 207 State Services Building Denver, CO 80203 PHONE: 839-3162
Dr. Sandra Boland	Department of Vocational Education Colorado State University Fort Collins, CO 80523 PHONE: 491-5619
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Mr. George T. Lyon	Local Director Boulder Valley Schools P.O. Box 9011 Boulder, CO 80301 PHONE: 447-1010, ext. 333
Mr. Tom Milan	Local Director Greeley School District #6 811 - 15th Street Greeley, CO 80631 PHONE: 352-1543
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SUMMARY OF ADVISORY COMMITTEE INPUT

A. FINANCE

1. Do the procedures and guidelines for WES Programs justify the amount of vocational dollars received?
2. Are the rules and regulations for program approval realistic?
3. Would local priorities for funding supplemental services be based on availability (at 50 percent or less, 50 percent or more) of federal or state dollars?
4. How is data reporting of handicapped and disadvantaged students done? Is it clearly defined?
5. Does the LEA depend upon state agencies for funding of vocational programs for disadvantaged and handicapped?
6. What provisions of supplemental services, if funding is not available, would special education departments provide?

B. STAFF DEVELOPMENT -- PROFESSIONAL STAFF

1. Do local administrators believe that a professionally trained staff be hired to serve disadvantaged and handicapped vocational programs?
2. Is in-service training needed for vocational education teachers in dealing with handicapped, disadvantaged, and mainstreaming?
3. Should vocational educators who have received additional professional training to work with handicapped and disadvantaged be the primary deliverers of services to handicapped and disadvantaged? If not, whom?
4. Is there a need for a local director of supplemental services in the district?
5. Does the LEA have the people needed to provide educational services for the handicapped and disadvantaged?
6. Are your handicapped and disadvantaged students mainstreamed (contained classroom versus mainstreaming)?
7. Are adapted or modified (or special) vocational program maintained in the district?
8. Identify needs for in-service help needed for current trained staff (see Program Development).

C. FACILITIES

1. What present facilities' limitations restrict the mainstreaming of physically handicapped students?
2. What is the status of current facility remodeling or new construction of vocational facilities (to bring the building up to standard)?
3. Are availability of funds or technical assistance needed to do this?
4. Who should pay for adaptive equipment costs?
5. What special facilities are available for serving handicapped and disadvantaged?
6. Is LEA in compliance with P.L. 93-112, Section 504?

D. PROGRAM DEVELOPMENT

1. Are exploratory vocational opportunities for handicapped and disadvantaged students provided?
2. Are handicapped and disadvantaged students able to obtain job placement in the areas in which they are trained?
3. Have supplemental services had any impact on the attrition rate in the vocational program?
4. What personnel provide the specific skills development with handicapped and disadvantaged students in the seven vocational areas?
5. What communication takes place with special education?
6. In providing special vocational programs for handicapped and disadvantaged, what problems can you identify?
7. Does higher education or the State Board have responsibility to provide in-service regarding vocational education for disadvantaged and handicapped?
8. What about the postsecondary student (above 21, vocational rehabilitation)?
9. What is different about developing programs for handicapped and disadvantaged as compared with regular vocational education programs?

E. STUDENT SERVICES

1. Are the disadvantaged and handicapped vocational programs in your district taking 10 percent, 25 percent, 40 percent, or 60 percent more time than regular vocational programs (in handicapped and disadvantaged vocational education programs)?
2. Do you provide guidance and follow up during the transition period from school to work--need a time frame--1 month, 3 months, 6 months? Quality of follow up--is it the school district's responsibility? Where does responsibility belong (in first year)? How effective is training program? What about retraining? What about retraining for adults?
3. Are outside agencies used in training disadvantaged and handicapped (e.g., vocational rehabilitation)?
4. Are you aware of other services provided by vocational education?
   a. Supplement services - handicapped
      Supplement services - disadvantaged
   b. Are there special testing/evaluation services provided by your committee?

F. SPECIAL SERVICES

1. What special services do local administrators perceive to be significant in determining the success of disadvantaged and/or handicapped persons in regular vocational programs?
2. What special services do local administrators perceive to be significant in determining the success of special vocational programs for the disadvantaged and/or handicapped?
3. What special services are available in your district?

4. What special services are needed in your district?
5. From the special services available in your district, what percentage of these services are available to the following handicapped conditions:
   -- Physical, etc.
6. Are diagnostic procedures used to place or serve disadvantaged and handicapped students in vocational programs?
   a. What diagnostic procedures are used for the handicapped?
   b. What diagnostic procedures are used for the disadvantaged?
7. What is the effect of the special services available toward the success or failure of disadvantaged and handicapped students in regular vocational programs?
   -- Dropout rate
   -- Employment potential
   -- Employment.

G. ADMINISTRATIVE SUPPORT

1. Does institutional organizational structure (school boards, advisory committees, etc.) affect the vocational program in terms of vocational programming services to the disadvantaged and handicapped students?
2. In your opinion, does the attitude of your district/institution support the concept of vocational education?
3. What types of support, other than fiscal, do local administrators currently use in the delivery of vocational programs for the disadvantaged and handicapped in terms of technical assistance described below in relation to program planning, program development, program implementation, and program evaluation?
   -- Department of Education
   -- SBCCOE
   -- Vocational Rehabilitation
   -- Community Agencies
   -- Department of Labor.
4. What type of support, other than fiscal, do local administrators perceive as being needed in delivery of vocational programs for the disadvantaged and handicapped?
   a. Technical assistance
   b. Knowledge of current available resources from all appropriate agencies:
      -- Department of Education
      -- SBCCOE
      -- Vocational Rehabilitation
      -- Community Agencies
      -- Department of Labor.
5. Considering the success of some special programs or services, should the LEA contribute funds toward that program?
6. Are programs or services for disadvantaged and handicapped students supported by the local administration and/or administrative board?

H. RESEARCH AND DEVELOPMENT

1. Do you feel research and development activities are important?
2. Do you currently have a research and development program?
3. If yes, amount of staff time available for research and development activities?
4. If available to you, would you participate in a research and development program?
5. What types of research need to be done?
6. Is dissemination part of your research activities?
   -- Data reporting --
      -- Usable?
      -- Compatability?
7. How are local directors reporting data? As categorized? Should data reporting by done by local directors?

I. OTHER

1. Is the safety or liability factor interfering with selection of handicapped and disadvantaged students for vocational programs?
2. Are students aware of the services that will be available or not available (SSI, etc.) as a result of being placed on the job after receiving vocational training?
3. What, within legal ramifications, prevent you from delivery of disadvantaged and handicapped programs?

APPENDIX C

Letter and
Working Copy of the Instrument

January 31, 1979

Dear Fellow Vocational Educator:

Your assistance is requested in the validation of the attached research instrument.

The purpose of this study is to determine what the local administrators' and special needs coordinators' perceptions are of the local roles and responsibilities relating to vocational education programs for Disadvantaged and Handicapped persons. This research is being conducted with the knowledge and approval of the Colorado State Board for Community Colleges and Occupational Education.

Please review the demographic information sheet which will be completed by each survey participant. Any changes or additional data that you believe is necessary would be appreciated on the separate evaluation form included with the instrument.

On the research instrument itself, please respond first to the rating scale, indicating whether the item is A - very appropriate, B - appropriate, or C - not appropriate, and secondly, to the clarity of each item. Response to the questionnaire is not necessary.

Additional comments that would help to make this study a valid and useful one are appreciated. Thank you for your assistance.

Sincerely,

Asahi Oshima/cim

Asahi T. Oshima
Researcher

cim

Attachment: Questionnaire
Review Sheet

GENERAL INSTRUMENT REVIEW SHEET

1. Length: Instrument is: ____ too long ____ acceptable

   Suggested Changes:

2. Format: Questions are: ____ too long ____ acceptable for reading

   Rating scales are: ____ difficult to rank or read

   ____ acceptable

   Instructions are: ____ unclear ____ clear

   Sequence of questions are: ____ unclear ____ acceptable

   Suggested Changes:

3. Demographic Information: Content is: ____ incomplete ____ acceptable

   Suggested Changes:

(over)

ADDITIONAL DATA NEEDED:

Thank you for taking the time to review the research instrument and to complete this form.

A LOCAL ADMINISTRATOR'S PERCEPTION OF ROLES AND RESPONSIBILITIES RELATING TO VOCATIONAL PROGRAMS FOR DISADVANTAGED AND HANDICAPPED PERSONS

DEMOGRAPHIC INFORMATION

1. In what region is the district in which you are employed located.

   - [ ] Northeastern
   - [ ] Central
   - [ ] Western
   - [ ] Southeastern

2. Which description most clearly identifies the major responsibility of your present position (select one). If your position requires a dual role, indicate "1" for major responsibility and "2" for minor responsibility.

   - [ ] Special needs, exemplary, related programs
   - [ ] Guidance, counseling, job placement
   - [ ] Local director
   - [ ] Supervisor or coordinator
   - [ ] School building principal
   - [ ] School district superintendent
   - [ ] Community college administrator
   - [ ] Other (please describe) _____

3. Indicate the approximate total student enrollment of the school district in which you are employed.

   - [ ] Less than 500
   - [ ] 501 to 1,000
   - [ ] 1,001 to 5,000
   - [ ] 5,001 to 10,000
   - [ ] More than 10,000

4. Indicate the approximate total HANDICAPPED students served by vocational programs in the school district.

   - [ ] None
   - [ ] 1 to 25
   - [ ] 26 to 50
   - [ ] 51 to 100
   - [ ] More than 100

5. Indicate the approximate total DISADVANTAGED students served by vocational programs in the school district.

   - [ ] None
   - [ ] 1 to 25
   - [ ] 26 to 50
   - [ ] 51 to 100
   - [ ] More than 100

6. Indicate the highest level of professional training you have received:

   - [ ] Bachelors
   - [ ] Bachelors plus graduate credits
   - [ ] Masters
   - [ ] Masters plus graduate credits
   - [ ] Doctorate
   - [ ] Other (please specify) _____

7. Indicate the approximate number of credit hours in special education or related special needs vocational education courses you have received within the last five years.

   - [ ] Quarter
   - [ ] Semester

   - [ ] None
   - [ ] 1 to 6
   - [ ] 7 to 12
   - [ ] 13 to 20
   - [ ] More than 20

INSTRUCTIONS

These statements have been identified as factors which affect vocational education programs for Disadvantaged and Handicapped persons. Mark an "X" in the appropriate column to indicate your perceptions as each statement applies to (1) a vocational program for DISADVANTAGED persons and (2) a vocational program for HANDICAPPED persons. The following definitions are those which should be utilized as you complete the questionnaire:

1. "Disadvantaged persons" means persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps and who, for that reason, require specially designed educational programs or related services.

2. "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who, by reason of their handicapping condition, cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps.

If the district does not offer both programs, mark only the applicable column.

VALIDATING DATA Indicate One: A - Very Appropriate B - Appropriate C - Not Appropriate Indicate One: Yes - Meaning Clear No - Meaning Unclear				PROGRAMS								
				Disadvantaged					Handicapped			
RATING SCALE	IS MEANING CLEAR?			Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
			General									
			1. The success of vocational programs for the Disadvantaged and Handicapped students is determined by:									
A B C	Yes	No	a. Availability of adequate state and federal funds . .									
A B C	Yes	No	b. Local commitment to provide services for Disadvantaged and Handicapped students									
A B C	Yes	No	c. Availability of trained support personnel to assist teachers of Disadvantaged and Handicapped students .									
A B C	Yes	No	d. Sufficient in-service training in methods of teaching Disadvantaged and Handicapped students . .									
A B C	Yes	No	e. Local efforts to publicize their services to Disadvantaged and Handicapped persons									
A B C	Yes	No	f. Support by local advocate groups for Disadvantaged and Handicapped persons									
A B C	Yes	No	g. Availability of relevant course offerings through higher education institutions									
A B C	Yes	No	h. Appropriateness of facilities and equipment available									
			i. Other (please describe) _____									
			2. Local services provided for Disadvantaged and Handicapped students enrolled in vocational programs are the responsibility of:									
A B C	Yes	No	a. Professionally trained non-vocational support personnel									
A B C	Yes	No	b. Professionally trained vocational support personnel.									
A B C	Yes	No	c. Assigned instructional staff member									
A B C	Yes	No	d. Shared responsibility with vocational instructor and trained support personnel									
			e. Other (please describe) _____									

3

VALIDATING DATA

Indicate One:
A - Very Appropriate
B - Appropriate
C - Not Appropriate

Indicate One:
Yes - Meaning Clear
No - Meaning Unclear

RATING SCALE	IS MEANING CLEAR?			PROGRAMS: Disadvantaged					Handicapped				
				Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
			3. Specific skill development by Disadvantaged and Handicapped students enrolled in vocational programs is the responsibility of:										
A B C	Yes	No	a. Professionally trained non-vocational support personnel										
A B C	Yes	No	b. Professionally trained vocational support personnel										
A B C	Yes	No	c. Assigned instructional staff members										
A B C	Yes	No	d. Shared responsibility with vocational instructor and trained support personnel										
			e. Other (please describe) _____										
			Process										
			1. Disadvantaged and Handicapped students are discouraged from enrolling in vocational programs because of:										
A B C	Yes	No	a. A fear of accepting responsibility										
A B C	Yes	No	b. A fear of opposing family wishes										
A B C	Yes	No	c. Poor work attitudes										
A B C	Yes	No	d. Unrealistic expectations as compared to actual abilities										
A B C	Yes	No	e. Unwillingness by parents or guardians to admit that the individual is Disadvantaged or Handicapped										
A B C	Yes	No	f. Fear on part of overprotective parents										
A B C	Yes	No	g. Teachers' negative reactions										
A B C	Yes	No	h. Other students' negative reactions										
A B C	Yes	No	i. A lack of public awareness about the needs and capabilities of Disadvantaged or Handicapped persons										
A B C	Yes	No	j. An attitude that government support is better than working for low wages										
A B C	Yes	No	k. Dependency on others created by institutions										
A B C	Yes	No	l. Teacher fear that not enough time is available to adequately serve										
A B C	Yes	No	m. Teacher fear of oversimplifying courses for Disadvantaged or Handicapped students										
A B C	Yes	No	n. Teacher fear that non-handicapped students would be neglected										
A B C	Yes	No	o. Teacher lack of skills in handling Disadvantaged or Handicapped students										
A B C	Yes	No	p. Teacher concern for accountability and program image										
			q. Other (please describe) _____										
			2. Disadvantaged or Handicapped students are unable to complete vocational programs because:										
A B C	Yes	No	a. Instructors are unwilling to provide extra time and effort for these students										
A B C	Yes	No	b. Students view themselves as failures										

VALIDATING DATA

Indicate One:
A - Very Appropriate
B - Appropriate
C - Not Appropriate

Indicate One:
Yes - Meaning Clear
No - Meaning Unclear

RATING SCALE	IS MEANING CLEAR?			PROGRAMS: Disadvantaged					Handicapped				
				Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
			2. Disadvantaged or Handicapped students are unable to complete vocational programs because: (continued)										
A B C	Yes	No	c. Students become discouraged at rate of progress in acquiring skills										
A B C	Yes	No	d. Teachers become discouraged with students' rate of progress										
A B C	Yes	No	e. Students lack motivation or interest in class										
A B C	Yes	No	f. Students lack self-confidence										
A B C	Yes	No	g. Inappropriate relationships exist between Disadvantaged and Handicapped students and non-handicapped class members										
A B C	Yes	No	h. Available funds do not provide adequate support and/or equipment modification needed by the Disadvantaged and Handicapped students										
			i. Other (please describe) _____										
			3. These instructional strategies or methodologies are considered essential for the success of vocational programs for the Disadvantaged or Handicapped students:										
A B C	Yes	No	a. Individualized Education Programs (IEP) or Individualized Vocational Objectives										
A B C	Yes	No	b. Mainstreaming Disadvantaged or Handicapped students into regular vocational classes										
A B C	Yes	No	c. Individualized instruction										
A B C	Yes	No	d. Hands-on experience										
A B C	Yes	No	e. Behavior modification methods										
A B C	Yes	No	f. Competency-based instruction										
A B C	Yes	No	g. Simulation techniques										
			h. Other (please describe) _____										
			4. These instructional resources are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:										
A B C	Yes	No	a. Commercially prepared print and non-print media materials										
A B C	Yes	No	b. Teacher prepared print and non-print media materials										
A B C	Yes	No	c. Equipment and/or materials for hands-on experiences										
A B C	Yes	No	d. Availability of finances to acquire materials for teaching the Disadvantaged and Handicapped students										
			e. Other (please describe) _____										

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VALIDATING DATA

Indicate One:
A - Very Appropriate
B - Appropriate
C - Not Appropriate

Indicate One:
Yes - Meaning Clear
No - Meaning Unclear

RATING SCALE	IS MEANING CLEAR?		PROGRAMS: Disadvantaged					Handicapped				
			Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
		5. These services are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:										
A B C	Yes No	a. Availability of supplemental services										
A B C	Yes No	b. Availability of special education personnel										
A B C	Yes No	c. Coordination of identification processes by vocational and special education personnel										
A B C	Yes No	d. Coordination of selection processes by vocational and special education personnel										
A B C	Yes No	e. Sufficient in-service training for vocational personnel										
		f. Other (please describe) _____										
		6. Eligible Disadvantaged and Handicapped persons are successfully recruited for vocational programs through:										
A B C	Yes No	a. Referral by social agencies										
A B C	Yes No	b. Referral by medical professionals in private practice										
A B C	Yes No	c. Personal contacts during home visits										
A B C	Yes No	d. Personal contacts by past students and acquaintances										
A B C	Yes No	e. Public awareness of vocational programs through printed and broadcast media										
A B C	Yes No	f. Results of diagnostic testing by school and outside evaluators										
A B C	Yes No	g. Referral by guidance personnel										
		h. Other (please describe) _____										
		7. Eligible Disadvantaged and Handicapped students are successfully identified for vocational program placement through:										
A B C	Yes No	a. Current review of Individualized Education Programs (IEP)										
A B C	Yes No	b. Teacher evaluation										
A B C	Yes No	c. Work evaluation										
A B C	Yes No	d. Interpretation of diagnostic testing and evaluation										
A B C	Yes No	e. Staffing										
A B C	Yes No	f. Referrals by related services										
		g. Other (please list) _____										

VALIDATING DATA

Indicate One:
A - Very Appropriate
B - Appropriate
C - Not Appropriate

Indicate One:
Yes - Meaning Clear
No - Meaning Unclear

RATING SCALE	IS MEANING CLEAR?		PROGRAMS: Disadvantaged — Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Handicapped — Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
		8. Eligible Disadvantaged and Handicapped students are able to develop vocational skills in a vocational program by:										
A B C	Yes	No	a. Utilizing services available through any vocational program									
A B C	Yes	No	b. Participating in specially designed training programs									
A B C	Yes	No	c. Participating in individualized instruction learning activities									
A B C	Yes	No	d. Being taught by teachers who utilize special teaching methods									
A B C	Yes	No	e. Being taught by teachers who are assisted by specially trained support personnel									
			f. Other (please describe) _____									
		9. Disadvantaged and Handicapped students who have completed a vocational program are successfully placed in employment by:										
A B C	Yes	No	a. Assigning placement responsibilities to one office									
A B C	Yes	No	b. Having instructors contact potential employers									
A B C	Yes	No	c. Utilizing services of the Division of Vocational Rehabilitation									
A B C	Yes	No	d. Utilizing the Job Service Center									
A B C	Yes	No	e. Remaining in the job for which they received on-the-job training									
A B C	Yes	No	f. Maintaining lists of employers willing to hire them									
A B C	Yes	No	g. Maintaining a list of jobs available to them									
A B C	Yes	No	h. Educating employers to the benefits of hiring Handicapped and Disadvantaged persons									
A B C	Yes	No	i. Developing skills to search for, hold, and advance in a job									
A B C	Yes	No	j. Recruiting local support from advisory committees									
			k. Other (please describe) _____									
		10. Job placement for Disadvantaged and Handicapped persons completing a vocational program is most frequently the responsibility of:										
A B C	Yes	No	a. Vocational teachers									
A B C	Yes	No	b. Vocational counselors									
A B C	Yes	No	c. Placement personnel									
A B C	Yes	No	d. Supplemental services personnel									
A B C	Yes	No	e. Special education personnel									
A B C	Yes	No	f. Special related agencies									
			g. Other (please describe) _____									

VALIDATING DATA

Indicate One:
A - Very Appropriate
B - Appropriate
C - Not Appropriate

Indicate One:
Yes - Meaning Clear
No - Meaning Unclear

RATING SCALE	IS MEANING CLEAR?			PROGRAMS: Disadvantaged					Handicapped				
				Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
			11. Eligible Disadvantaged and Handicapped students are unable to obtain employment due to:										
A B C	Yes	No	a. Inaccurate knowledge of job market										
A B C	Yes	No	b. Unrealistic job expectations										
A B C	Yes	No	c. Limited number of available jobs										
A B C	Yes	No	d. Exclusion from jobs by virtue of their disability										
A B C	Yes	No	e. Economics involved in hiring Disadvantaged and Handicapped persons										
A B C	Yes	No	f. Exclusion from employment by employers										
A B C	Yes	No	g. Lack of job seeking skills										
A B C	Yes	No	h. Geographic location of job or transportation difficulties										
A B C	Yes	No	i. Persistent grooming or personal problems										
A B C	Yes	No	j. Lack of motivation to persist on the job										
A B C	Yes	No	k. Co-workers' negative attitude										
A B C	Yes	No	l. Loss of employment because of low productivity										
A B C	Yes	No	m. Inability to improve or upgrade skills										
			n. Other (please describe) _____										
			12. Eligible Disadvantaged and Handicapped students are unable to remain employed because of:										
A B C	Yes	No	a. Lack of systematic follow up during initial period of employment										
A B C	Yes	No	b. Inability to cope with work schedules or restrictions										
A B C	Yes	No	c. Inability to cope with other employees										
A B C	Yes	No	d. Inability to cope with supervision										
A B C	Yes	No	e. Low productivity rate										
A B C	Yes	No	f. Inadequate work facilities										
A B C	Yes	No	g. Transportation difficulties										
			h. Other (please describe) _____										
			Facilities										
			1. Eligible Disadvantaged and Handicapped students are discouraged from participating in vocational programs because:										
A B C	Yes	No	a. Transportation to and from school is lacking										
A B C	Yes	No	b. Physical facilities are not adequately equipped for persons with certain disabilities										
A B C	Yes	No	c. Lack of financial or technical assistance has delayed building modifications for persons with certain disabilities										
A B C	Yes	No	d. Vocational work areas are not modified to compensate for disability conditions										

8

VALIDATING DATA Indicate One: A - Very Appropriate B - Appropriate C - Not Appropriate Indicate One: Yes - Meaning Clear No - Meaning Unclear			PROGRAMS								
			Disadvantaged					Handicapped			
RATING SCALE	IS MEANING CLEAR?		Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
		1. Eligible Disadvantaged and Handicapped students are discouraged from participating in vocational programs because: (continued)									
A B C	Yes No	e. Equipment is not modified to compensate for disability conditions									
A B C	Yes No	f. Movement within school buildings is restricted (limited)									
A B C	Yes No	g. Teacher resistance to modifications and disabled persons									
A B C	Yes No	h. Lack of trained support personnel									
A B C	Yes No	i. Student safety and liability factors									
A B C	Yes No	j. Legislative interpretations by local authorities									
		k. Other (please describe) _____									
		Legislation									
		1. Federal legislation has increased the efforts of vocational education to provide skill training for the Disadvantaged and Handicapped students because of:									
A B C	Yes No	a. Increased awareness of the needs of Disadvantaged and Handicapped students									
A B C	Yes No	b. Increased regulations that require the vocational programs to be available to serve the Disadvantaged and Handicapped students									
A B C	Yes No	c. Increased funds that off set the increased cost incurred when Disadvantaged and Handicapped students are served									
A B C	Yes No	d. Increased training for regular vocational teachers in pre-service and in-service activities paid for by federal funds									
A B C	Yes No	e. Research studies that have been conducted to help prepare vocational instructors and administrators to work with the Disadvantaged and Handicapped students									
		f. Other (please describe) _____									
		2. State legislation has been passed that provides for increased services for the Disadvantaged and Handicapped students in vocational programs because of:									
A B C	Yes No	a. Increased awareness of the needs of Disadvantaged and Handicapped students									
A B C	Yes No	b. Increased regulations that require the vocational programs to be available to serve the Disadvantaged and Handicapped students									
A B C	Yes No	c. Increased funds that off set the increased cost incurred when Disadvantaged and Handicapped students are served									

VALIDATING DATA Indicate One: A - Very Appropriate B - Appropriate C - Not Appropriate Indicate One: Yes - Meaning Clear No - Meaning Unclear RATING SCALE	IS MEANING CLEAR?		PROGRAMS									
			Disadvantaged					Handicapped				
			Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
		2. State legislation has been passed that provides for increased services for the Disadvantaged and Handicapped students in vocational programs because of: (continued)										
A B C	Yes No	d. Increased training for regular vocational teachers in pre-service and in-service activities paid for by federal funds										
A B C	Yes No	e. Research studies that have been conducted to help prepare vocational instructors and administrators to work with the Disadvantaged and Handicapped students										
		f. Other (please describe) _____ _____										

APPENDIX D

Jury of Experts

JURY OF EXPERTS

Dr. James Acord
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Department of Vocational Education
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Fort Collins, CO 80523

Mr. Julian Berg
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Mr. Richard Johnson
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Boulder, CO 80301

APPENDIX E

Cover Letter, Final Survey Instrument,
and Follow-Up Letter

February 13, 1979

Dear Fellow Educator:

Your participation in a state-wide research study, designed to identify factors affecting vocational education programs for disadvantaged and handicapped persons, is requested. The major purpose of this study is to determine what is perceived, by local administrators, to be most important in providing effective vocational education programs for disadvantaged and handicapped persons. The findings of this study will furnish the State Board for Community Colleges and Occupational Education with a data base usable for the development of an Assessment Model for Disadvantaged and Handicapped Programs.

For the purpose of this research, the definitions for DISADVANTAGED AND HANDICAPPED persons are those terms recognized in the Vocational State Plan as being in compliance with state and federal regulations.

The investigation will include only local administrators and supplemental services personnel employed in school districts offering vocational education programs for disadvantaged and/or handicapped persons. Therefore, your contributions and cooperation in completing the lengthy instrument are most significant.

This investigation is being conducted as part of a State Board for Community Colleges and Occupational Education sponsored research project under the direction of Dr. Ivan E. Valentine, Professor, Department of Vocational Education, Colorado State University.

Please complete and return the questionnaire by February 27th, 1979 in the self-addressed envelope which is enclosed for your convenience.

No individual responses will be identified or disclosed; however, it will be included in the overall analysis of the study.

Thank you for your early response and assistance in this project.

Sincerely,

Ivan E. Valentine
Dr. Ivan E. Valentine
Project Director

Asahi Oshima/cim
Asahi T. Oshima
Researcher

cim

Enclosures: Questionnaire
Return Envelope

A LOCAL ADMINISTRATOR'S PERCEPTION OF ROLES AND RESPONSIBILITIES RELATING TO VOCATIONAL PROGRAMS FOR DISADVANTAGED AND HANDICAPPED PERSONS

DEMOGRAPHIC INFORMATION

1. In what region is the district in which you are employed located.

   ___ Northeastern
   ___ Central
   ___ Western
   ___ Southeastern

2. Which description most clearly identifies the major responsibility of your present position (select one). If your position requires a dual role, indicate "1" for major responsibility and "2" for minor responsibility.

   ___ Special needs, exemplary, related programs
   ___ Guidance, counseling, job placement
   ___ Local director
   ___ Supervisor or coordinator
   ___ School building principal
   ___ School district superintendent
   ___ Community college administrator
   ___ Other (please describe) _____

3. Indicate the approximate total student enrollment of the school district in which you are employed.

   ___ Less than 500
   ___ 501 to 1,000
   ___ 1,001 to 5,000
   ___ 5,001 to 10,000
   ___ More than 10,000

4. Indicate the approximate total HANDICAPPED students served by vocational programs in the school district.

   ___ None
   ___ 1 to 25
   ___ 26 to 50
   ___ 51 to 100
   ___ More than 100

5. Indicate the approximate total DISADVANTAGED students served by vocational programs in the school district.

   ___ None
   ___ 1 to 25
   ___ 26 to 50
   ___ 51 to 100
   ___ More than 100

6. Indicate the highest level of professional training you have received.

   ___ Bachelors
   ___ Bachelors plus graduate credits
   ___ Masters
   ___ Masters plus graduate credits
   ___ Doctorate
   ___ Other (please specify) _____

7. Indicate the approximate number of credit hours in special education or related special needs vocational education courses you have received within the last five years.

Quarter	Semester
___ None	___ None
___ 1 to 6	___ 1 to 4
___ 7 to 12	___ 5 to 8
___ 13 to 24	___ 9 to 16
___ More than 24	___ More than 16

INSTRUCTIONS

These statements have been identified as factors which affect vocational education programs for Disadvantaged and Handicapped persons. Mark an "X" in the appropriate column to indicate your perceptions as each statement applies to (1) a vocational program for DISADVANTAGED persons and (2) a vocational program for HANDICAPPED persons. The following definitions are those which should be utilized as you complete the questionnaire:

1. "Disadvantaged persons" means persons who have academic, socio-economic, cultural, or other handicaps that prevent them from succeeding in vocational education or consumer and homemaking programs designed for persons without such handicaps and who, for that reason, require specially designed educational programs or related services.

2. "Handicapped persons" means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, crippled or other health impaired persons who, by reason of their handicapping condition, cannot succeed in a vocational or consumer and homemaking education program designed for persons without such handicaps.

If the district does not offer both programs, mark only the applicable column.

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree

General

1. The success of vocational programs for the Disadvantaged and Handicapped students is determined by:

   a. Availability of adequate state and federal funds . .
   b. Local commitment to provide services for Disadvantaged and Handicapped students . . . . . .
   c. Availability of trained support personnel to assist teachers of Disadvantaged and Handicapped students .
   d. Sufficient in-service training in methods of teaching Disadvantaged and Handicapped students . .
   e. Local efforts to publicize their services to Disadvantaged and Handicapped persons . . . . . .
   f. Support by local advocate groups for Disadvantaged and Handicapped persons . . . . . .
   g. Availability of relevant course offerings through higher education institutions . . . . . .
   h. Appropriateness of facilities and equipment available . . . . . .
   i. Other (please describe)

   _____

   _____

2. Local services provided for Disadvantaged and Handicapped students enrolled in vocational programs are the responsibility of:

   a. Professionally trained non-vocational support personnel . . . . . .
   b. Professionally trained vocational support personnel.
   c. Assigned vocational instructor . . . . . .
   d. Shared responsibility with vocational instructor and trained support personnel . . . . . .
   e. Other (please describe)

   _____

   _____

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
3. Specific skill development by Disadvantaged and Handicapped students enrolled in vocational programs is the responsibility of:										
a. Professionally trained non-vocational support personnel										
b. Professionally trained vocational support personnel.										
c. Assigned vocational instructor										
d. Shared responsibility with vocational instructor and trained support personnel										
e. Other (please describe) _____										

Program

1. Disadvantaged and Handicapped students are discouraged from enrolling in vocational programs because of:										
a. Teacher's fear of accepting responsibility										
b. Student's fear of opposing family wishes										
c. Student's poor work attitudes										
d. Student's unrealistic expectations as compared to actual abilities										
e. Unwillingness by parents or guardians to admit that the individual is Disadvantaged or Handicapped										
f. Fear on the part of overprotective parents for the child's ability to succeed in vocational programs										
g. Teachers' negative reactions										
h. Other students' negative reactions										
i. A lack of public awareness about the needs and capabilities of Disadvantaged or Handicapped persons										
j. Student's attitude about government support is better than working for low wages										
k. Student's dependency on others created by institutions										
l. Teacher fear that not enough time is available to adequately serve the Disadvantaged and Handicapped student										
m. Teacher's fear of oversimplifying courses for Disadvantaged or Handicapped students										
n. Teacher's fear that non-handicapped students would be neglected										
o. Teacher's lack of skills in handling Disadvantaged or Handicapped students										
p. Teacher's concern for accountability and program image										
q. Other (please describe) _____										
2. Disadvantaged or Handicapped students are unable to complete vocational programs because:										
a. Instructors are willing to provide extra time and effort for these students										
b. Students view themselves as failures										

4

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
2. Disadvantaged or Handicapped students are unable to complete vocational programs because: (continued)										
c. Students become discouraged at rate of progress in acquiring skills										
d. Teachers become discouraged with students' rate of progress										
e. Students lack motivation or interest in class										
f. Students lack self-confidence										
g. Inappropriate relationships exist between Disadvantaged and Handicapped students and non-handicapped class members										
h. Available funds do not provide adequate support and/or equipment modification needed by the Disadvantaged and Handicapped students										
i. Other (please describe) _____										
3. These instructional strategies or methodologies are considered essential for the success of vocational programs for the Disadvantaged or Handicapped students:										
a. Individualized Education Programs (IEP) of Individualized Vocational Objectives										
b. Mainstreaming Disadvantaged or Handicapped students into regular vocational classes										
c. Individualized instruction										
d. Hands-on experience										
e. Behavior modification methods										
f. Competency-based instruction										
g. Simulation techniques										
h. Other (please describe) _____										
4. These instructional resources are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:										
a. Commercially prepared print and non-print media materials										
b. Teacher prepared print and non-print media materials										
c. Equipment and/or materials for hands-on experiences										
d. Availability of finances to acquire materials for teaching the Disadvantaged and Handicapped students										
e. Other (please describe) _____										

5

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
5. These services are considered essential for the success of vocational programs for the Disadvantaged and Handicapped students:										
a. Availability of supplemental services										
b. Availability of special education personnel										
c. Coordination of identification processes by vocational and special education personnel										
d. Coordination of selection processes by vocational and special education personnel										
e. Sufficient in-service training for vocational personnel										
f. Other (please describe) _____										
6. Disadvantaged and Handicapped persons are successfully recruited for vocational programs through:										
a. Referral by social agencies										
b. Referral by medical professionals in private practice										
c. Personal contacts during home visits										
d. Personal contacts by past students and acquaintances										
e. Public awareness of vocational programs through printed and broadcast media										
f. Results of diagnostic testing by school and outside evaluators										
g. Referral by guidance personnel										
h. Other (please describe) _____										
7. Disadvantaged and Handicapped students are successfully identified for vocational program placement through:										
a. Current review of Individualized Education Programs (IEP)										
b. Teacher evaluation										
c. Interpretation of diagnostic testing and evaluation.										
d. Staffing										
e. Referrals by related agencies										
f. Other (please list) _____										

6

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
8. Disadvantaged and Handicapped students are able to develop vocational skills in a vocational program by:										
a. Utilizing services available through any vocational program										
b. Participating in specially designed training programs										
c. Participating in individualized instruction learning activities										
d. Being taught by teachers who utilize special teaching methods										
e. Being taught by teachers who are assisted by specially trained support personnel										
f. Other (please describe) _____										
9. Disadvantaged and Handicapped students who have completed a vocational program are successfully placed in employment by:										
a. Assigning placement responsibilities to one office										
b. Having instructors contact potential employers										
c. Utilizing services of the Division of Vocational Rehabilitation										
d. Utilizing the Job Service Center										
e. Remaining in the job for which they received vocational training										
f. Maintaining lists of employers willing to hire them.										
g. Maintaining a list of jobs available to them										
h. Educating employers to the benefits of hiring Handicapped and Disadvantaged persons										
i. Developing skills to search for, hold, and advance in a job										
j. Recruiting local support from advisory committees										
k. Other (please describe) _____										
10. Job placement for Disadvantaged and Handicapped persons completing a vocational program is most frequently the responsibility of:										
a. Vocational teachers										
b. Vocational counselors										
c. Placement personnel										
d. Supplemental services personnel										
e. Special education personnel										
f. Special related agencies										
g. Other (please describe) _____										

7

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
11. Disadvantaged and Handicapped students are unable to obtain employment due to:										
a. Inaccurate knowledge of job market										
b. Unrealistic job expectations										
c. Limited number of available jobs										
d. Exclusion from jobs by virtue of their disability										
e. Economics involved in hiring Disadvantaged and Handicapped persons										
f. Exclusion from employment by employers										
g. Lack of job seeking skills										
h. Geographic location of job or transportation difficulties										
i. Persistent grooming or personal problems										
j. Lack of motivation to persist on the job										
k. Co-workers' negative attitude										
l. Loss of employment because of low productivity										
m. Inability to improve or trade skills										
n. Other (please describe)										
12. Disadvantaged and Handicapped students are unable to remain employed because of:										
a. Lack of systematic follow up during initial period of employment										
b. Inability to cope with work schedules or restrictions										
c. Inability to cope with other employees										
d. Inability to cope with supervision										
e. Low productivity rate										
f. Inadequate work facilities										
g. Transportation difficulties										
h. Other (please describe)										

Facilities

1. Disadvantaged and Handicapped students are discouraged from participating in vocational programs because:										
a. Transportation to and from school is lacking										
b. Physical facilities are not adequately equipped for persons with certain disabilities										
c. Lack of financial or technical assistance has delayed building modifications for persons with certain disabilities										
d. Vocational work areas are not modified to compensate for disability conditions										

8

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
1. Disadvantaged and Handicapped students are discouraged from participating in vocational programs because: (continued)										
e. Equipment is not modified to compensate for disability conditions										
f. Movement within school buildings is restricted (limited)										
g. Teacher resistance to modifications and disabled persons										
h. Lack of trained support personnel										
i. Student safety and liability factors										
j. Legislative interpretations by local authorities										
k. Other (please describe) _____										

Legislation

1. Federal legislation has increased the efforts of vocational education to provide skill training for the Disadvantaged and Handicapped students because of:										
a. Increased awareness of the needs of Disadvantaged and Handicapped students										
b. Increased regulations that require the vocational programs to be available to serve the Disadvantaged and Handicapped students										
c. Increased funds that off set the increased cost incurred when Disadvantaged and Handicapped students are served										
d. Increased training for regular vocational teachers in pre-service and in-service activities paid for by federal funds										
e. Research studies that have been conducted to help prepare vocational instructors and administrators to work with the Disadvantaged and Handicapped students										
f. Other (please describe) _____										
2. State legislation has been passed that provides for increased services for the Disadvantaged and Handicapped students in vocational programs because of:										
a. Increased awareness of the needs of Disadvantaged and Handicapped students										
b. Increased regulations that require the vocational programs to be available to serve the Disadvantaged and Handicapped students										
c. Increased funds that off set the increased cost incurred when Disadvantaged and Handicapped students are served										

9

	PROGRAMS									
	Disadvantaged					Handicapped				
	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree	Strongly Agree	Agree	No Opinion	Disagree	Strongly Disagree
2. State legislation has been passed that provides for increased services for the Disadvantaged and Handicapped students in vocational programs because of: (continued)										
d. Increased training for regular vocational teachers in pre-service and in-service activities paid for by state funds										
e. Research studies that have been conducted to help prepare vocational instructors and administrators to work with the Disadvantaged and Handicapped students										
f. Other (please describe) _____ _____										

March 13, 1979

Dear Vocational Educator:

Approximately three weeks ago, a questionnaire was mailed to a selected group of vocational administrators and special needs coordinators in regard to local roles and responsibilities for vocational education programs offered to disadvantaged and handicapped persons.

Realizing that during this busy season, the questionnaire may have become misplaced; a second copy of the instrument and a self-addressed envelope is enclosed for your convenience. It would be appreciated if you would complete the survey form as early as possible and return it by March 28, 1979.

As a representative of a school district or an institution offering vocational education programs to disadvantaged or handicapped persons, your contributions and input to this study are vitally important.

Although no individual responses will be identified or disclosed, all contributions will be included in the overall analysis of this study and the final report submitted to the State Board for Community Colleges and Occupational Education.

Thank you for your cooperation and assistance in this project.

Sincerely,

Ivan E. Valentine

Dr. Ivan E. Valentine
Project Director

Asahi T. Oshima/cim

Asahi T. Oshima
Researcher

cim

Enclosures: Questionnaire
Return Envelope

APPENDIX F

Respondents' Comments

RESPONDENTS' COMMENTS

General -- Success of Vocational Programs

1. Attitude of instructors.
2. Success as always is largely dependent upon individual teacher competence.
3. Appropriateness of course selected for particular student outweighs other factors.
4. Willingness to serve students.
5. Attitude among school district officials.
6. In-service cannot do the necessary training as needed. Only "degreed" program people should teach their specialty.

General -- Responsibility to Provide Local Services

1. Local services need to be defined.
2. Depends upon the severity of the disadvantagement and handicap.
3. It should be a united effort in order for effectiveness to be demonstrated.
4. Agencies: REHAB, WIN, CETA -- Attitude among school district officials.
5. Degreed vocational teachers (degreed in special education and vocational credential).

General -- Specific Skill Development

1. It should be a united effort in order for effectiveness to be demonstrated.
2. O.J.T. employers.
3. It depends on what skills are being taught. Basic skills can be taught by supplemental services--specific job related skills must be taught by the vocational instructor.

Program -- Program Enrollment

1. Teachers' lack of skills in handling disadvantaged or handicapped students is the reason for the rest of the factors listed to happen.
2. We do not service handicapped students so I am not knowledgeable enough in this area to answer the question.
3. . . . it seems that no student at (our school) is discouraged from taking vocational programs, even when they are not succeeding in their vocational areas.
4. (In reference to unwillingness to admit handicap) This varies--could be checked either agree or disagree depending on students.

Program -- Program Completion

1. Instructor's willingness to provide extra time differs with instructor--no one answer possible.
2. Many teachers look upon their enrollment in the class as indicating a "dumping ground" for counselor's use.
3. One to one support is often needed.
4. In-service--awareness is most important.
5. Personal problems at home interfere with student's time and concentration.
6. They were put in wrong program to begin with--inadequate planning for placement.
7. Student is not prepared to be in program, even if choice is appropriate for interest, aptitudes, and abilities.

Program -- Instructional Strategies

1. Project completion by the student--no matter how small.
2. Not one method but an accumulation of several along with acceptance through awareness when mainstreaming.

Program -- Instructional Resources

1. Well developed "short goal" outline for students to use.
2. Support personnel prepared materials.
3. The word, "essential," is poorly used.
4. . . . materials should be developed and adapted by instructor; therefore, funds and time allotment to do above is needed.

Program -- Availability of Essential Services

1. In-service is the most important--awareness and acceptance of the above can really be effective.
2. In-service is not sufficient.
3. It would help if this needed training was required prior to certification.
4. These services are excellent contributions to program.

Program -- Program Recruitment

1. Contact professional person is the most valuable.
2. Vocational education is still used as a dumping ground.
3. Federal programs such as Job Corps, CETA, etc.
4. Referred by classroom teachers.
5. Students themselves.

Program -- Program Placement

1. All done through in-depth, accurate diagnostic referrals from more than one professional.
2. These factors could vary.
3. Through counselors and student advisors.

Program -- Student Skills Development

1. Being prepared to take the program by basic preparation it requires and realistically making choice of programs.

Program -- Employment Placement

1. Having support personnel contact employers.
2. All factors are responsibility of job placement center.
3. Instructor help also.
4. United effort would make excellent advancement.

Program -- Job Placement Responsibility

1. All again in a group formed effort.
2. Vocational and special education teachers working with the special needs counselors.

Program -- Inability to Obtain Employment

1. Awareness through letters to employers in in-service.
2. An assumption has been made here that disadvantaged and handicapped students cannot obtain employment.
3. The individual student must be evaluated concerning these items.

Program -- Employment Permanance

1. Follow-up counseling after job placement for all concerned.
2. No different from general population.

Facilities

1. Awareness of adaptation of existing facilities to meet disadvantaged/handicapped needs.
2. Attitudes by educational personnel.
3. Again, awareness.
4. Lack of dollars--U.S. Congress authorizes but doesn't appropriate. Spending--of 7 percent of general fund.
5. Many facilities and programs are not available to our students.

Legislation -- Federal

1. All of the above factors are most important.
2. Outside pressure groups and/or court decisions are the only reason for federal legislation.
3. Vocational education teachers are not given adequate training to deal with the disadvantaged student.
4. More students requesting training.

Legislation -- State

1. Units of dollars are insignificant. State and federal governments are not getting dollars to LEA's to in-service faculty. The name of the game is dollars--philosophy, dedication are fine, but they are second to dollars.
2. Where are the funds?
3. Federal legislation has a set aside fund of percentages for disadvantaged/handicapped before other funds are allocated.

General Comments

1. I feel that every educator should be provided with techniques and skills to adapt their classroom setting to the disadvantaged/handicapped student. Awareness, acceptance, understanding, feelings, result and effect, and stimulus should be presented in in-depth training prepared by (funds) and administrators in college and local levels. Follow up is important.
2. I think the questions could have been worded different or different responses used.
3. We offer no special needs vocational programs within the district and have not done so. We have some disadvantaged at the area school . . .
4. . . . I feel that the survey was a bit too long.